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ABSTRACT

This publication is one of two companion volumes that describe processes, procedures, and products developed as parts of the Georgia Principal Assessment System (GPAS) and present the results of a test application of the GPAS to participants in a field-based training program for public school principals. This volume consists mainly of samples of performance indicators and assessment instruments developed for the GPAS and of tables of data generated through tests of those indicators and instruments. (JG)

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RESULTS ORIENTED MANAGEMENT IN EDUCATION

Project R.O.M.E.

FINAL REPORT: VOLUME II

APPENDICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Continued Refinement and Development of the Georgia Principal Assessment System and its Application to a Field-Based Training Program for Public School Principals

Assessment Design - Procedures - Instrumentation - Field Test Results

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EA 008 915

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Georgia State Department of Education/Thomas County, Georgia

College of Education, University of Georgia

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APPENDIX A

THE FINAL SET OF 80 VERIFIED PRINCIPAL COMPETENCY STATEMENTS CLASSIFIED BY FUNCTIONAL AREAS OF RESPONSIBILITY

THE FINAL SET OF 80 VERIFIED PRINCIPAL COMPETENCY STATEMENTS

Curriculum/Instruction (21)*

1. Includes interests of students in designing new curriculum.

2. Establishes curriculum committees to plan for the use of instructional materials.

5. Considers individual differences between students when developing instructional procedures.

8. Includes teachers in designing methods for evaluating instruction.

11. Makes use of standardized instruments when evaluating the educational program.

12. Maintains an adequate achievement testing program for diagnostic and educational purposes.

13. Periodically assesses the effectiveness of teaching methods.

17. Plans curriculum schedules that reflect staff curriculum organization (e.g., time, place, subject matter, staff).

19. Assists teachers in developing skills related to solving instructional problems.

20. Works with teachers in evaluating the instructional climate in the classroom.

24. Identifies alternative educational plans for students consistently failing as a result of regular classroom instruction.

25. Designs a curriculum which meets individual learner needs.

26. Utilizes laymen and experts for evaluating the school curriculum and instructional program.

27. Works with teachers in designing classroom environments conducive to learning.

28. Utilizes research evidence in the professional literature when planning educational programs.

30. Establishes appropriate procedures for evaluating progress toward instructional objectives.

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* Numbers in parentheses indicate total number of competencies in given functional area.

31. Plans student performance criteria in subject matter areas with teachers.

32. Includes parents, teachers, and students in planning educational programs.

37. Provides for teacher suggestions in designing new curricula.

39. Establishes procedures for modifying curriculum content and organization.

44. Assesses curriculum effectiveness.

Staff Personnel (14)

1. Assigns decision-making tasks to lower staff commensurate with their organizational responsibility.

4. Gathers information about teaching practices by observing teachers in classrooms.

5. Encourages staff to recognize and comment worthwhile accomplishments of students.

13. Plans to increase teachers' understanding of students by allowing teachers to review students' cumulative records.

18. Designs a system for involving teachers in evaluating the school's operation.

19. Trains teachers in the use of a variety of media (e.g., audio-visual equipment, library resources, etc.).

26. Invites staff participation in decision-making concerning school policies.

29. Interprets system decisions and priorities to the instructional and non-instructional staff.

42. Assists teachers in developing more effective practices for attaining instructional objectives.

45. Plans in-service training around the results of staff evaluation.

56. Interprets established salary schedules to staff.

61. Selects prospective employees according to established employment guidelines.

62. Advises teachers of individual student's rights and responsibilities.

69. Communicates to staff the importance of professional identification and development.

Pupil Personnel (19)

1. Plans conferences to interpret the professional evaluation of students, to parents, teachers, and counselors.

2. Prioritizes student personnel problems needing solution.

3. Evaluates student activities program.

7. Schedules times to be available for informal interaction.

8. Plans an adequate counseling program for students using school counselors and/or academic advisors.

9. Collects follow-up information on former students to improve student personnel services.

10. Implements a system to achieve regular attendance by students.

14. Uses available community service agencies in planning a program to meet children's special needs.

16. Evaluates the effectiveness of student personnel services.

17. Supports school activities program by active participation and attendance.

18. Maintains a system of child accounting and attendance.

19. Identifies ways in which teachers can provide students with opportunities for self-evaluation.

20. Organizes guidance and counseling services for students.

22. Maintains cumulative records on students.

23. Plans a student information record system as part of the school guidance program.

25. Makes available to students occupational and educational information derived from community and professional sources.

26. Commends students who are involved in outstanding academic projects.

29. Plans pupil and parent orientation meetings for new students to familiarize them with schools.

31. Takes effective action on discipline matters requiring his intervention.

Support Management (2)

8. Informs staff of legal mandates that affect school operations.

31. Periodically inspects school plant facilities.

School-Community Interface (1)

9. Develops communication channels with parents and local community.

Fiscal Management (13)

4. Makes periodic financial reports as required by governmental agencies.

7. Projects staffing needs based on financial resources.

10. Makes recommendations for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds).

11. Makes decisions about instructional materials and equipment utilizing budgetary constraints.

13. Recommends financial budgets to local boards of education and other governmental agencies as required by law.

14. Purchases services and materials in accordance with the financial budget and with authorization of the board of education.

18. Provides superintendent with information needed for financial audits.

19. Uses budgetary guidelines to structure school activities.

23. Administers the school budget in accordance with legal requirements.

27. Prepares financial statements and reports as required to meet legal guidelines.

29. Maintains a bookkeeping and accounting system to meet State Department of Education requirements.

30. Delegates to appropriate persons responsibility to implement policies governing internal accounting.

System-Wide Policies and Operations (11)

3. Makes recommendations to superintendent concerning tenure or dismissal of staff members.

4. Organizes school staff in order to implement educational goals of the school system.

7. Utilizes board recommendations in revising educational plans.

8. Identifies program goals and objectives which are consistent with school district goals.

11. Clarifies decision-making responsibility to subordinates.

13. Makes recommendations to superintendent for the improvement of physical facilities (e.g., classroom furnishings, building additions, grounds).

19. Utilizes services of subject matter specialists assigned system-wide responsibilities.

21. Makes recommendations to superintendent concerning prospective employees.

27. Implements school board policies affecting school personnel.

28. Works with superintendent in planning district-wide educational goals.

32. Identifies existing problems in the school and relates to long range planning of the district.

APPENDIX B

FUNCTIONAL AREA CATEGORY TITLES AS EXCERPTED FROM THE 80 VERIFIED COMPETENCY STATEMENTS CLASSIFIED BY FUNCTIONAL AREAS OF RESPONSIBILITY

FUNCTIONAL AREA CATEGORY TITLES AS EXCERPTED
FROM THE 80 COMPETENCY STATEMENTS

CURRICULUM AND INSTRUCTION

1. Student interest and the design of curricula
2. Curriculum committees and the use of instructional materials
5. Student differences and the development of instructional materials
8. Teachers and the design of instructional evaluation methods
11. Standardized instruments and the evaluation of educational programs
12. Diagnostic and educational achievement testing program
13. Assessment of teaching method effectiveness
17. Staff organization and curriculum organization
19. Teacher instructional problem solving skills
20. Teacher evaluation of classroom instructional climate
24. Consistently failing students in regular classrooms and alternative educational plans
25. Student needs and curriculum design
26. External evaluation of school curricula and programs
27. Teachers and the design of classroom learning environments
28. Professional literature utilization and educational program design
30. Evaluation of students' progress toward instructional objectives
31. Teachers and student academic performance criteria
32. Parent, teacher, and student input and educational program design
37. Teacher input and the design of curricula
39. Modification of curriculum content and organization
44. Assessment of curriculum effectiveness

STAFF PERSONNEL

1. Lower staff decision-making and organizational responsibility
4. Observation of classroom teaching practices
5. Staff recognition and commendation of student accomplishments
13. Teacher understanding of students and student cumulative records
18. Teacher evaluation of school operations
19. Teacher use of instructional media
26. Staff participation in school policy decision-making
29. Staff and the interpretation of system decisions and priorities
42. Teacher and the development of instructional practices
45. Staff evaluation and in-service training
56. Staff salary schedule interpretation
61. Employee selection and employment guidelines
62. Teachers and student rights and responsibilities
69. Staff professional identification and development

PUPIL PERSONNEL

1. Parents, teachers, and counselors and the interpretation of student evaluation
2. Pupil personnel services and problems needing solution
3. Student activity program evaluation
7. Informal principal-student interaction
8. Professionally staffed student counseling program
9. Student follow-up information and pupil personnel services
10. Student attendance
14. Program for students' special needs and community service agencies
16. Effectiveness of pupil personnel services

17. Principal participation and attendance and school activities
18. Student accounting and attendance
19. Teachers and opportunities for student self-evaluation
20. Organization of pupil personnel services
22. Student cumulative records
23. Student information system and pupil personnel services
25. Student occupational and educational information and external sources
26. Commendation of student academic projects
29. Pupil and parent orientation to school
31. Principal involvement in student discipline

SUPPORT MANAGEMENT

8. School staff and information about legal mandates
31. Inspection of school plant facilities

SCHOOL-COMMUNITY INTERFACE

9. Communication with parents and local community

FISCAL MANAGEMENT

4. Required governmental financial reports
7. Financial resources and staffing needs
10. Recommendations for improvement of physical facilities
11. Budgetary limits and instructional materials and equipment
13. Legally required fiscal budgets
14. Authorized board of education budgets and the purchase of services and materials
18. Superintendent and fiscal audit information
19. Budgetary guidelines and school activities

23. School budget and legal requirements

27. Financial reports and legal guidelines

29. State Department of Education requirements concerning bookkeeping and accounting

30. Delegation of authority for internal accounting

SYSTEM-WIDE POLICIES AND OPERATIONS

3. Superintendent and school staff tenure/dismissal

4. Organization of school staff and system educational goals

7. Board of education recommendations and the revision of educational goals

8. Compatibility of systems and school goals and objectives

11. Staff decision-making responsibility

13. Superintendent and recommendations for physical facility improvement

19. System assigned subject matter specialists

21. Superintendent and recommendations concerning prospective school employees

27. School board policies and school personnel

28. Superintendent and planning system educational goals

32. Long range system planning and current school problems

APPENDIX C

SAMPLE OF FACT INDICATOR STATEMENTS CLASSIFIED BY EACH OF SIX ADMINISTRATIVE OPERATIONS

FACT 1. STUDENT INTERESTS AND THE DESIGN OF CURRICULUM

Data Collection

1. Reviews student test data to determine need for new curricula.
2. Reviews community background, present programs, and current course offerings to determine need for new curricula.
3. Assesses pre-registration data regarding elective courses as evidence of students' interests.

Planning

1. Plans for students to observe in other schools to gain ideas for new curricula.

Communicating

1. Discusses student interests with students in informal meetings.
2. Discusses student interests with students in formal meetings.
3. Discusses student interests with teachers.

Decision-Making

1. Decides on which curriculum areas are in need of revision based upon student interest survey data.

Implementing

1. Provides suggestion box for collecting expressions of student interests.
2. Designs student interest survey form.
3. Appoints faculty committee to survey student interests.
4. Appoints teachers and students to serve on curriculum committee.
5. Appoints student committee to survey student interests.

Evaluating

1. Formally surveys students' interests.

APPENDIX D

A SUMMARY OF INDICATORS GENERATED BY FUNCTIONAL AREA OF RESPONSIBILITY AND AREA OF ADMINISTRATIVE OPERATION FOR EIGHTY FACTS

A Summary of Indicators Generated by Functional Area of Responsibility and Area of Administrative Operation for Eighty FACTS

FUNCTIONAL AREA OF RESPONSIBILITY	Administrative Operation: Data Collecting	Planning	Communicating	Decision Making	Implementing	Evaluating	Row Sums	$\bar{X}$	% of Table Total
Curriculum/ Instruction	46	44	46	22	53	26	237	39.50	27.0
Staff Personnel	25	26	39	15	39	16	160	26.67	18.1
Pupil Personnel	37	47	52	21	48	30	235	39.17	26.5
Support Management	2	4	6	2	5	3	22	3.67	2.3
School-Community Interface	1	2	7	2	5	1	118	3.00	2.0
Fiscal Management	13	17	28	15	30	14	117	19.50	13.2
System-Wide Policies and Operations	18	13	22	15	15	13	96	16.00	10.8
Column Sums	142	153	200	92	195	103	885		
$\bar{X}$	20.29	21.86	28.57	13.14	27.86	14.71			
% of Table Total	16.04	17.29	22.60	10.40	22.03	11.64			

APPENDIX E

SUMMARY OF INDICATORS MEETING VERIFICATION SURVEY SELECTION CRITERIA CLASSIFIED BY FUNCTIONAL AREA OF RESPONSIBILITY AND ADMINISTRATIVE OPERATION

Summary of Indicators Meeting Verification Survey Selection Criteria
Classified by Functional Area of Responsibility and Administrative Operation[1]

Functional Area of Responsibility	Administrative Operations: Data Collection	Planning	Communicating	Decision Making	Implementing	Evaluating	Total
Curriculum and Instruction	11 (23.9)[2]	13 (29.6)	25 (54.4)	9 (40.9)	9 (17.0)	9 (34.6)	76 (33.4)
Staff Personnel	6 (24.0)	5 (19.2)	24 (61.5)	5 (33.3)	16 (41.0)	3 (18.8)	59 (33.0)
Pupil Personnel	5 (13.5)	8 (17.0)	19 (36,5)	8 (38.1)	15 (31.3)	6 (20.0)	61 (26.1)
Support Management	2 (100.0)	1 (25.0)	3 (50.0)	1 (50.0)	1 (20.0)	0 (00.0)	8 (40.8)
School Community Interface	0 (00.0)	1 (50.0)	1 (14.3)	0 (00.0)	2 (40.0)	0 (00.0)	4 (17.4)
Fiscal Management	8 (61.5)	11 (64.7)	13 (46.4)	10 (66.7)	21 (70.0)	12 (85.7)	75 (65.8)
System Wide Policies and Operations	7 (38.9)	9 (69.2)	15 (68.2)	12 (80.0)	4 (26.7)	8 (61.5)	55 (34.5)
TOTALS	39 (37.4)	48 (27.5)	100 (47.3)	45 (44.1)	68 (35.1)	38 (31.5)	338 (36.5)*

[1]Based on responses from 289 school principals in the State of Georgia
[2]Percentage of original number of classified indicators in table cell.
*Estimated table percentage owing to rounding error.

APPENDIX F

VARIABLES AND DATA SOURCES IN THE INTERACTIVE GEORGIA PRINCIPAL ASSESSMENT SYSTEM

Variables and Data Sources in the Interactive
Georgia Principal Assessment System

Source	Input Variables	Mediating Variables (Intermediate Outcomes)	Outcome Variables
Teachers	Description of Principal's Performance	Satisfaction/ Climate/Attitudes	
Other Staff	Description of Principal's Performance	Satisfaction/ Climate/Attitudes	
Students	Description of Principal's Performance	Satisfaction/ Climate/Attitudes	Achievement and Average Daily Attendance
Community	Description of Principal's Performance		
Parents	Description of Principal's Performance	Attitudes Toward the School	
Central Office	Description of Principal's Performance		
External Observer	Description of Principal's Performance and Ratings of Performance Products		
Principal	Self Description Report		
Superintendent		Ratings of Principal's Effectiveness (Secondary Relevance)	Ratings of Principal's Effectiveness (Secondary Relevance)

APPENDIX G

FREQUENCY DISTRIBUTION OF INDICATORS (ITEMS)

CLASSIFIED BY DATA SOURCE

Frequency Distribution of Indicators (Items)
Classified by Data Source

Functional Area of Responsibility	SOURCE: Principal	External Observer	Teacher	Central Office	TOTAL
1. Curriculum & Instruction	74	35	35	--	144
2. Staff Personnel	56	12	40	6	114
3. Pupil Personnel	66	29	17	3	115
4. Support Management	8	3	--	2	13
5. School Community Interface	7	3	1	--	11
6. Fiscal Management	74	44	9	15	142
7. System-Wide Policies and Operations	53	29	15	7	104
TOTAL	338	155	117	33	643
Administrative Operation					
1. Data Collecting	38	19	13	5	75
2. Planning	49	37	7	3	96
3. Communicating	101	2	74	16	193
4. Decision Making	46	42	--	2	90
5. Implementing	64	24	21	7	116
6. Evaluating	40	31	2	--	73
TOTAL	338	155	117	33	643

The 14 items on the PPDS-Student Form were not classified as to category.

APPENDIX H

A SUMMARY OF PRINCIPAL PERFORMANCE INDICATORS MEETING SELECTION CRITERIA FOR THE DEVELOPMENT OF A SECOND SET OF PPDS FORMS*

*See footnote at end of this Appendix

CURRICULUM AND INSTRUCTION

Data Collection

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	6(10)	*	1. Identifies diagnostic and educational achievement tests currently being used in schools.	11.43
EO	2.5	15(9)	*	2. Collects information on new research and methods in education.	14.29
EO,T	2.5	9(9)	*	3. Collects teacher suggestions concerning the selection of effective materials and methods.	14.29
EO	4	11(11)	*	4. Reviews professional literature to learn about methods for working with the consistently failing student.	14.71
EO	5	20(10)	*	5. Reviews student cumulative records to determine where curriculum modification is needed.	15.79
EO	6.5	4(1)	*	6. Observes exemplary instructional evaluation systems at other schools.	16.67
EO	6.5	4(10)	*	7. Identifies alternative ways to evaluate instructional problems.	16.67
EO,T	8	7(10)	*	8. Collects teacher self-evaluation of teaching method effectiveness.	18.42
EO,S	9	12(12)		9. Conducts a student needs assessment to identify learner needs.	18.44
EO,T	10	9(11)	*	10. Collects needs assessment data from teachers in order to identify skills necessary to solve instructional problems.	20.00
EO	11	11(9)	*	11. Identifies community services that assist the consistently failing student.	20.59
EO	12	13(3)	*	12. Formally surveys community opinion toward all aspects of the school's programs and curriuclum.	21.05
EO,T	13	4(8)	*	13. Conducts survey of current school instructional evaluation practices.	22.22
EO,T	14	21(2)	*	14. Collects information about teachers' opinions of curriculum effectiveness.	24.24

CURRICULUM AND INSTRUCTION

Data Collection

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,S	15	18(1)	*	15. Surveys parental and student opinions when planning new educational programs.	24.32
EO	16	16(3)	*	16. Identifies relevant evaluation data to be collected by working with guidance personnel.	25.00
EO	17	5(6)	*	17. Collects data on the appropriateness of the various instruments included in the testing program.	26.32
EO,T	18	19(5)	*	18. Gathers lists of curriculum change priorities from teachers.	27.27
EO	19	12(11)	*	19. Collects information from community on learner needs.	27.78
EO,T	20	9(7)	*	20. Collects literature on various effective methods of instruction.	28.57
EO	21	20(3)	*	21. Collects suggestions from businesses and community sources on modifying curriculum content.	28.95

CURRICULUM AND INSTRUCTION

Planning

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	12(3)	*	1. Plans for individualized instructional programs.	11.11
EO,T	2.5	6(3)	*	2. Plans student diagnostic and educational achievement testing program with teachers.	11.43
EO,T	2.5	6(6)	*	3. Plans in-service program for teachers on diagnostic use of test results.	11.43
EO,T	4	2(6)	*	4. Schedules curriculum committee meetings to design ways in which instructional material may be used.	11.76
EO,T	5	19(3)	*	5. Schedules regular staff meetings to discuss curriculum design.	12.12
EO,T	6.5	3(12)	*	6. Considers student differences when assigning teachers to classes.	13.51
EO,T	6.5	18(12)	*	7. Formulates new educational program with staff in regular meetings.	13.51
EO,T	8	10(5)	*	8. Plans in-service program for teachers on the diagnosis of student behavior problems.	15.79
EO,T	9	17(6)	*	9. Formulates student performance criteria with teachers using standardized test results.	16.67
EO,T	10	15(2)	*	10. Plans in-service programs with staff to discuss recent relevant research findings.	17.14
EO	11	11(2)	*	11. Plans an assessment system for the identification of consistently failing students.	17.65
EO,T	12	3(10)	*	12. Designs curriculum program based on student ability groupings.	18.92
EO,T	13.5	19(12)	*	13. Schedules teacher meetings to work out a mutually agreed upon prioritized list of curriculum changes.	21.21
EO,T	13.5	19(1)		14. Arranges for teachers to visit other schools to obtain new curriculum ideas.	21.21

CURRIUCLUM AND INSTRUCTION

Planning

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	15	17(10)	15.	Develops a variety of grading techniques with teachers.	22.22
EO	16	15(8) *	16.	Plans curriculum based on new research evidence reported in professional literature.	22.86
EO,T	17	5(7)	17.	Plans in-service program for teachers on the design of instructional procedures based on test results.	23.68
EO,T	18	19(6)	18.	Organizes in-service teacher session devoted to the design of curriculum.	24.24
EO,T	19	9(6)	19.	Schedules released time for teachers to observe teaching methods in other schools.	28.57

CURRICULUM AND INSTRUCTION

Communications

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	1	14(13)	*	1. Informs teachers of available classroom resource materials.	10.81
EO,T	2	16(9)	*	2. Discusses with teachers students' informal evaluation of instructional objectives.	11.11
EO,T	3	17(8)	*	3. Discusses student performance criteria with teachers in individual conferences.	13.89
EO,S	4	14(12)	*	4. Encourages students to assist in developing classroom environments conducive to learning.	18.92
EO,S	5	16(6)	*	5. Discusses with students their instructional objectives.	19.44
EO	6	13(4)	*	6. Encourages community participation in school evaluation activities.	21.05
EO,T	7	14(5)		7. Encourages teachers to use student assistance in the development of classroom learning environments conducive to learning.	21.62
EO,CO	8	6(13)		8. Reports school test results to central office.	22.86
EO,T	9	14(7)		9. Informs teachers of relevant professional literature.	24.32
EO	10	2(8)	*	10. Requests parents to serve on curriculum committee.	29.41

CURRICULUM AND INSTRUCTION

Decision Making

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	8(6)	*	1. Decides on appropriate allocation of time for school day for various subject matter areas.	9.09
EO,T	2	13(1)	*	2. Decides which aspects of school curriculum and program are to be evaluated.	10.53
EO,T	3	9(5)	*	3. Decides on most effective methods to be used in improving teacher instructional problem solving skills.	11.43
EO,T	4.5	2(2)	*	4. Matches teacher qualifications with curriculum committee responsibiilties.	11.76
EO	4.5	11(4)	*	5. Determines area in which existing programs are not meeting needs of consistently failing students.	11.76
EO,T	6	21(3)		6. Selects methods to increase staff's effectiveness in planning and teaching curriculum content.	15.15
EO,T	7	19(8)		7. Determines desirable curriculum changes from teachers' suggestions.	21.21
EO,T	8	5(3)	*	8. Decides on which areas of instructional programs are to be evaluated with standardized instruments.	28.95

Implementing

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO,T	1	2(9)	*	1.	Works with curriculum committee to establish evaluation procedures for new materials.	8.82
EO,T	2	4(5)	*	2.	Appoints a teacher committee to make decisions about instructional evaluation.	11.11
EO,T	3	9(4)	*	3.	Employs consultants (CESA, central office staff, etc.,) to conduct workshops on teacher instruction.	11.43
EO,T	4	2(14)	*	4.	Works with curriculum committee to establish feedback channels to other faculty and students.	11.76
EO,T	5	5(2)	*	5.	Requires teachers to periodically review student cumulative records.	13.16
EO,T	6.5	4(6)	*	6.	Presents instructional and teaching effectiveness evaluation plans to teachers for their approval.	13.89
EO,T	6.5	12(5)	*	7.	Appoints a staff committee to advise and plan a program to meet needs of failing students.	13.89
T	9	6(4)	*	8.	Monitors implementation of testing program.	14.29
EO,T	9	9(8)	*	9.	Provides a professional library for teachers.	14.29
EO,T	9	15(7)	*	10.	Establishes a library containing professional literature for faculty.	14.29
EO,T	11	19(9)	*	11.	Employs specialists to lead in-service training in curriculum design for teachers.	15.15
EO,T	12	14(11)		12.	Works with teachers in designing learning and interest centers as part of the classroom learning environment.	16.22
EO,CO	13	13(2)		13.	Arranges for Central Office personnel to visit and evaluate the school's programs.	21.05

CURRICULUM AND INSTRUCTION

Implementing

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	14	14(4)	14.	Employs specialists to help teachers design better classroom learning environments.	21.62
EO,T	15	9(3) *	15.	Assists teachers in interpreting test results.	22.86
EO,T	16	11(12)	16.	Refers consistently failing students for psycho-educational appraisal.	23.53
EO,T	17	10(2)	17.	Discusses student perception of classroom instructional climate with teachers.	23.68
EO.T	18	18(11)	18.	Delegates authority for planning educational programs to individual teachers.	24.32
EO,T	19.5	1(11)	19.	Appoints teachers and students to serve on curriculum committee.	25.00
EO,T	19.5	4(12)	20.	Assigns responsibilities for developing instructional evaluation instruments to individual subject matter departments.	25.00
EO,T	21	19(11)	21.	Establishes a staff advisory curriculum committee.	27.27

CURRICULUM AND INSTRUCTION

Evaluating

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO	1	12(7)	*	1.	Assesses the degree to which the curriculum is individualized.	8.33
EO	2	9(13)	*	2.	Systematically evaluates teacher instructional problem solving skills.	11.43
EO	3	21(4)	*	3.	Compares results of curriculum evaluation to school objectives.	15.15
EO,T	4	14(6)	*	4.	Periodically assesses changes made teachers in their classroom learning environments.	16.22
EO	5	16(2)	*	5.	Contrasts standardized achievement test data against instructional objectives of the school.	16.67
EO	6	21(9)	*	6.	Evaluates curriculum effectiveness using standardized test results.	18.18
EO	7.5	5(1)	*	7.	Compares results of school, city, and state testing programs.	18.42
EO	7.5	13(8)	*	8.	Formally evaluates school programs using outside accrediting agencies (e.g., Southern Association).	18.42
EO	9	15(10)	*	9.	Evaluates new materials and methods being used in other systems through observation.	25.71
EO,T	10	5(8)	*	10.	Contrasts standardized test results with teachers' judgments.	26.32
EO	11	18(7)	*	11.	Evaluates the effects of parent, student, and teacher input in designing educational programs.	27.08

STAFF PERSONNEL

Data Collection

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO,T	1	34(1)	*	1.	Obtains information on teachers' knowledge of student rights and responsibilities.	10.53
EO,T	2	30(3)	*	2.	Surveys teachers' expressed needs for developing more effective instructional practices to attain educational objectives.	10.81
EO	3	31(7)	*	3.	Identifies training materials and resources to facilitate staff training.	11.11
EO,T	4	26(5)	*	4.	Asks teachers to specify ways in which they can contribute to evaluation of the school.	13.89
EO,CO	5	32(7)		5.	Requests established salary schedules from central office.	15.15
EO,T	6	22(5)	*	6.	Solicits teacher volunteers for school committees.	15.79
EO,T	7	35(2)	*	7.	Collects information about staff's awareness of and participation in professional organizations.	22.22
EO,T	8	23(3)	*	8.	Makes visits to other schools to observe teaching practices.	24.24
EO,T	9	26(9)	*	9.	Conducts a teacher opinion poll on the strengths and weaknesses of school operations.	25.00
EO,T	10	27(8)		10.	Identifies available educational resources and training programs existing outside the school train teachers in the use of media.	25.71
EO,T	11	23(9)		11.	Makes announced visits to classrooms (without specifying purpose to teacher).	27.27
EO,T	12	26(6)		12.	Collects faculty ratings of school according to state standards.	27.78

STAFF PERSONNEL

Planning

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	1	30(12)	*	1. Develops in-service training programs to assist teachers in attaining instructional objectives.	8.11
EO,T	2	31(3)	*	2. Schedules times for both individual and group in-service training.	8.33
EO,T	3	28(5)	*	3. Designs methods for increasing staff participation in school policy decision-making.	10.53
EO,T	4	30(1)	*	4. Schedules released time for teachers to attend in-service training.	10.81
EO,T	5	25(8)	*	5. Plans methods for increasing teachers' understanding and interpretation of information in student cumulative records.	13.16
EO,T	6	31(12)	*	6. Outlines self-evaluation procedures to be used during the course of in-service training.	13.33
EO,T	7.5	31(11)	*	7. Structures priorities for in-service training using needs assessment data.	13.89
EO,T	7.5	31(8)	*	8. Develops procedures for evaluating in-service training programs.	13.89
EO,T	9	23(14)	*	9. Designs a system for observing teaching practices.	15.15
EO,T	10	34(4)		10. Devises procedures for increasing teachers' knowledge of student rights and responsibilities.	15.79
EO,T	11.5	26(3)		11. Schedules released time for teachers to participate on county wide evaluation committees.	16.67
EO,T	11.5	35(7)		12. Schedules released times for teachers to attend professional meetings.	16.67
EO,T	13	27(9)		13. Organizes training programs to increase teachers' knowledge of instructional media.	17.14

STAFF PERSONNEL

Planning

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	14	29(3)	14.	Designs methods and procedures for interpreting system policies and priorities to staff.	17.65
EO,T	15	23(13)	15.	Schedules time for observing individual teachers in the classroom.	18.18
EO,T	16	31(10)	16.	Plans for "exemplary" teachers to demonstrate skills, make presentations, etc.	19.44

STAFF PERSONNEL

Communicating

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO,T	1	34(6)	*	1.	Interprets new policies affecting students' rights and responsibilities to faculty and staff.	13.16
EO,T	2	24(4)	*	2.	Encourages staff recognition of students by commending student achievements via intercom, bulletin board displays, etc.	13.89
EO,T	3	27(4)	*	3.	Publishes a list of available educational media to facilitate educational practices.	14.29
EO	4	32(5)	*	4.	Explains rate and hour compensation requirements to non-certified staff.	15.15
EO,T	5	34(9)	*	5.	Discusses school and system-wide policies related to student rights at faculty meetings.	18.42
EO,T	7	24(1)	*	6.	Suggests teachers use media to publicize student recognition.	19.44
T	7	24(11)		7.	Commends teachers formally and informally for recognizing student achievements.	19.44
EO,T	7	35(9)	*	8.	Explains to teachers the relation of professional development and activities to promotion and salary increments.	19.44
EO,T	9	29(9)		9.	Discusses consequences of not following system policies with staff.	20.59
EO,T,S	11	34(3)	*	10.	Discusses student rights and responsibilities at school assembly.	28.95

STAFF PERSONNEL

Decision Making

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	25(5)	*	1. Selects appropriate methods for increasing teachers' understanding and interpretation of information in student cumulative records.	7.89
EO	2	26(4)	*	2. Selects appropriate methods for involving teachers in the evaluation of school operations.	8.33
EO,T	3	31(2)	*	3. Determines departmental roles and responsibilities for in-service training.	11.11
EO	4	27(6)		4. Selects appropriate methods for training teachers in the use of instructional media.	11.43
EO,T	5	24(6)	*	5. Chooses the most appropriate methods for encouraging staff to recognize and commend student accomplishments.	13.89
EO,T	6	29(6)		6. Selects most appropriate methods and procedures for increasing staff's understanding of system policies and priorities.	17.65
EO,T	7	35(8)		7. Determines most appropriate methods for increasing staff's professional identification and development.	22.22
EO	8	23(6)	*	8. Selects from available classroom observation instruments those best fitting the purposes of teacher observations.	24.24
EO	9	28(8)	*	9. Decides which school policy areas are of legitimate staff concern.	26.32

STAFF PERSONNEL

Implementing

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	22(10)	*	1. Delegates authority to clerk for maintaining financial records and implementing accounting procedures.	10.53
EO,T	2	27(5)	*	2. Assigns library and/or audio-visual personnel in the school to assist in training teachers in the use of media.	11.43
EO,T	3.5	27(3)	*	3. Conducts in-service training sessions to familiarize teachers with the variety and uses of available educational media.	14.29
EO,T	3.5	27(2)	*	4. Assigns system media specialists to train teachers in the use of available educational media.	14.29
EO,T	5.5	22(13)	*	5. Appoints lead teachers.	15.79
EO,T	5.5	28(3)		6. Appoints staff advisory committee to establish school policies.	15.79
EO,T	7	24(3)	*	7. Appoints teachers to committees for establishing procedures for commending student achievement.	16.67
EO	8	33(6)	*	8. Writes job descriptions according to system guidelines.	18.42
EO,T	9	22(1)	*	9. Delegates authority for busing operations to responsible individual (e.g., teachers, assistant principal, etc.)	21.05
EO,T	10	31(6)	*	10. Appoints committee to develop in-service training programs based on staff needs.	22.22
EO,T	11	29(5)	*	11. Conducts staff meetings devoted to the interpretation of system policies and priorities.	23.53
EO,T	12	23(8)	*	12. Periodically reviews teachers' lesson plans to assess their compatibility with system instructional goals.	24.24

STAFF PERSONNEL

Implementing

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	13	26(7)	*	13. Establishes a teacher committee to evaluate school's operation.	25.00
EO,T	14	30(7)		14. Assigns the curriculum director to assist teachers in attaining instructional objectives.	27.03
EO,T	15	28(6)		15. Appoints staff committee to edit, rewrite, and evaluate school policy handbook.	28.95

STAFF PERSONNEL

Evaluating

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO	1	33(2)	*	1.	Assesses the effect of employee selection methods on the school's operation.	2.63
EO	2	26(1)	*	2.	Compares the results of teacher evaluation of the school's operation to the educational goals of the system.	8.33
EO	3	29(10)	*	3.	Assess the extent to which staff's actions reflect their understanding of system policies and priorities.	11.76
EO	4	35(4)	*	4.	Assesses effectiveness of methods used for increasing staff's professional identification and development.	19.44
EO,T	5	23(4)	*	5.	Evaluates teachers' classroom functioning using classroom observation data.	21.21
EO	6	34(5)	*	6.	Assesses the extent to which teachers' actions reflect their understanding of student rights and responsibilities.	23.68
EO	7	30(6)	*	7.	Assesses the effectiveness of training methods used for assisting teachers in attaining instructional objectives.	24.32
EO	8	25(6)	*	8.	Reviews each student folder to determine if pertinent material has been entered into record.	26.32
EO,T	9	23(10)	*	9.	Compares teachers' instructional practices to teachers' lesson plans.	27.27
EO	10	27(1)	*	10.	Assesses the degree to which various training programs increase teachers' understanding and use of instructional media.	28.57

PUPIL PERSONNEL

Data Collection

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	40(6)	*	1. Identifies available resources for developing a counseling program.	8.82
EO	2	54(18)	*	2. Collects information on a variety of disciplinary strategies.	11.43
EO,S	3	51(1)		3. Identifies students' career educational and/or occupational needs.	15.15
EO,S	4	53(5)		4. Surveys students and parents about what orientation information would be most helpful.	15.79
EO	5	43(1)	*	5. Collects information about community service agencies likely to provide relevant school input.	16.67
EO	6	36(8)	*	6. Surveys existing data reporting procedures and requirements.	17.14
EO,T	7	50(10)	*	7. Obtains teacher feedback on the appropriateness and usefulness of student information system.	19.44
EO,S	8.5	38(7)	*	8. Surveys student opinion of student activities program.	21.21
EO,T	8.5	38(3)	*	9. Surveys teacher opinion of student activities program.	21.21
EO	10	37(9)	*	10. Identifies resources to facilitate the solution of pupil personnel problems.	21.62
EO	11	42(11)	*	11. Calls homes to inquire about absent children.	23.53
EO	12	37(5)	*	12. Collects data on frequency of occurrence of particular pupil problems needing solution.	24.32
EO,S	13	43(7)		13. Conducts students' special needs survey.	25.00
EO,S	14	39(4)		14. Surveys student opinion concerning open-door and informal interaction policies.	28.57

PUPIL PERSONNEL

Data Collection

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	15	41(9)	*	15. Discusses with current teachers progress of his former students.	28.95
EO,S	16	40(12)		16. Collects student suggestions concerning the counseling program.	29.41

PUPIL PERSONNEL

Planning

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO	1	37(4)	*	1.	Devises methods for the early recognition of pupil problems.	8.11
EO	2	54(6)	*	2.	Designs specific strategies for handling frequently occurring discipline problems.	8.75
EO,T	3	42(3)	*	3.	Develops individualized instruction programs based on student interests.	8.82
EO	4	53(1)	*	4.	Schedules an "open house" day for parents, students and interested community members.	10.53
EO,T	5	36(9)	*	5.	Schedules parent-teacher conferences to discuss student evaluation methods and results with parents.	11.43
EO	6	40(5)	*	6.	Plans an adequate testing program with counseling staff.	11.76
EO	8	45(7)	*	7.	Develops plan for organizing extra-curricular activities programs.	12.12
EO,T	8	51(3)	*	8.	Organizes with staff a career education course as part of the school's curriculum.	12.12
EO	8	51(6)	*	9.	Identifies community members and representatives of employment organizations to talk to students about various occupational and/or educational opportunities.	12.12
EO	10.5	53(3)	*	10.	Schedules time and place for orientation program.	13.16
EO,T	10.5	53(4)	*	11.	Arranges for the introduction of new students and parents to teachers.	13.16
EO,S	12	40(1)		12.	Schedules time for counselors to meet with students.	14.71
EO	13	51(8)	*	13.	Designates central location in the school for the collection of occupational and educational information files.	15.15

PUPIL PERSONNEL

Planning

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO,T	14.5	36(2)	*	14.	Arranges for teachers to discuss academic evaluation methods and results with students.	17.14
EO	14.5	36(5)	*	15.	Schedules student evaluation conferences.	17.14
EO	16	52(7)	*	16.	Designs a system for public recognition of outstanding student achievements.	18.92
EO	17.5	43(8)	*	17.	Plans special programs based on data collected in student special needs assessment.	19.44
EO	17.5	50(2)	*	18.	Designs record keeping forms with pupil personnel staff.	19.44
EO,T	19	36(13)	*	19.	Plans in-service training for interpretation of evaluation data with teachers and counselors.	20.00
EO,T	20	42(9)	*	20.	Plans with teachers the development of student interest oriented programs.	23.53
EO	21	53(7)	*	21.	Structures specific orientation program objectives.	23.68
EO	22	45(2)	*	22.	Organizes intramural sports program with responsible staff.	24.24
EO,T	23.5	37(8)	*	23.	Plans in-service program to develop teacher classroom observation skills in identifying pupil behavior problems.	24.32
EO,T	23.5	37(12)		24.	Plans in-service training for staff to develop skills to assess pupil personnel problems.	24.32
EO,T	25.5	36(6)	*	25.	Plans evaluation conferences based on available achievement data.	25.71
EO,T	25.5	54(21)		26.	Arranges in-service training sessions on classroom management techniques for teachers.	25.71
EO,T	27	47(8)		27.	Organizes student-teacher conferences focused on student self-evaluation.	27.78

PUPIL PERSONNEL

Communicating

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,S	1	53(13)		1. Publishes school policies and guidelines for new parents and students.	7.89
EO,S	2	38(2)		2. Discusses various aspects of student activities programs with club sponsors and officers.	9.09
EO	3	37(3)	*	3. Discusses pupil personnel problems with parents.	10.81
EO,T	4	36(15)	*	4. Discusses student evaluation procedures at teacher meetings.	11.43
EO,T	5	51(2)	*	5. Encourages staff to plan field trips to local businesses and surrounding educational institutions.	12.17
EO	6	53(8)	*	6. Discusses possible involvement in the school's programs with parents.	13.16
EO,T,S	7	52(9)	*	7. Announces outstanding achievements to the student body.	13.53
EO,CO	8	40(10)		8. Communicates counseling program needs to central office.	14.71
EO,S	9.5	54(20)	*	9. Discusses the relationship between misbehavior and school rules with problem students.	17.14
EO,S	9.5	54(19)	*	10. Discusses with problem students the effects of misbehavior on other students.	17.14
EO,T,S	11	42(8)		11. Distributes information concerning the state laws and regulations concerning attendance to parents, teachers, and students.	17.65
EO,S	12	51(13)		12. Invites businessmen and educators to discuss available opportunities with students.	18.18
EO,CO	13	48(3)		13. Asks central office to employ guidance personnel for the school.	21.05
EO	14	36(3)	*	14. Notifies concerned persons of scheduled times for evaluation conferences.	22.86

PUPIL PERSONNEL

Communicating

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	15.5	52(2)	15.	Announces outstanding student achievements at faculty meetings.	24.32
EO	15.5	52(6)	* 16.	Disseminates information about student achievements to the local community.	24.32
EO,S	17.5	47(4)	17.	Confers with students informally at their request to discuss their report cards.	25.00
EO,T	17.5	47(2)	18.	Suggests teachers have students periodically evaluate the meaning of a particular learning experience.	25.00
EO,S	19	48(4)	19.	Discusses pupil personnel services with students during orientation meetings.	26.32
EO,S	20	40(4)	20.	Communicates counseling program objectives and services to students.	29.41

PUPIL PERSONNEL

Decision Making

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	48(1)	*	1. Determines most important pupil personnel services to be offered to students.	7.89
EO	2	36(16)	*	2. Determines relevant evaluation data to be interpreted.	11.43
EO	3	37(2)	*	3. Determines relative importance of particular pupil personnel problems.	13.51
EO	4	40(3)	*	4. Determines counseling program needs on the basis of needs assessment data.	14.71
EO	5	53(10)	*	5. Determines most appropriate methods for orienting parents and students to the school.	15.79
EO	6.5	38(10)	*	6. Selects optimal methods to maximize student participation in student activities.	18.18
EO	6.5	45(8)	*	7. Decides which school activities can most benefit from his personal attendance and support.	18.18
EO	8	52(4)	*	8. Selects most appropriate methods to commend student academic achievements.	18.92
EO,T	9.5	43(3)	*	9. Determines most appropriate staff members to work with community service agencies.	22.22
EO	9.5	47(7)	*	10. Determines most appropriate student self-evaluation methods to be used in school.	22.22

PUPIL PERSONNEL

Implementing

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	1	54(14)	*	1. Works with teachers in designing behavior change and intervention strategies.	5.71
EO,T	2	53(2)	*	2. Assigns staff members specific orientation program responsibilities.	10.53
EO,S	3	54(16)	*	3. Minimizes discipline problems by consistently rewarding appropriate student behavior.	11.43
EO,S	4	39(5)	*	4. Facilitates open expression of student opinions in principal-student meetings.	11.43
EO	5	40(11)	*	5. Provides facilities and equipment for counseling services.	11.76
EO	6.5	40(13)	*	6. Works with counseling staff to provide adequate educational and occupational information.	14.71
EO,T,S	6.5	42(1)	*	7. Provides incentives for student attendance.	14.71
EO	9	44(12)	*	8. Checks student attendance each day.	15.15
EO,T	9	45(4)	*	9. Attends teacher-initiated school activities.	15.15
EO,T	9	51(10)	*	10. Works with staff in providing individual student counseling concerning occupational and educational curricula.	15.15
EO,T,S	11	38(1)	*	11. Appoints joint teacher-student committee to evaluate school activities program.	18.18
EO,T,S	12	52(5)		12. Establishes an annual student achievement awards program.	18.92
EO,T	13	43(2)		13. Meets with faculty to discuss available community service agencies.	22.22
EO	14	40(9)	*	14. Works with counselors to specify objectives of the counseling program.	23.53
EO	15	47(1)	*	15. Works with pupil personnel staff in collecting student interest data.	25.00

PUPIL PERSONNEL

Implementing

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	16	40(7)	*	16. Appoints staff members to serve as academic advisors.	26.47
EO,S	17	47(5)		17. Provides students with self-evaluation instruments.	27.78
EO	18.5	41(8)	*	18. Assigns head counselor responsibility for collecting student follow-up data.	28.95
EO,S	18.5	53(9)		19. Visits new students in the classroom during the first few days of the school year.	28.95

PUPIL PERSONNEL

Evaluating

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	1	42(7)	*	1. Suggests teachers have students periodically evaluate the meaning of a particular learning experience.	8.82
EO	2	38(9)	*	2. Assesses effectiveness of various school activities.	9.09
EO	3	40(8)	*	3. Evaluates effectiveness of the counseling staff and services.	11.76
EO	4	42(5)	*	4. Evaluates relationship of school attendance and achievement.	14.71
EO	5	53(12)		5. Evaluates the attainment of orientation program objectives.	15.79
EO	6	38(4)	*	6. Evaluates quality of supervision of student activities.	18.18
EO	7	48(5)	*	7. Evaluates effectiveness of pupil personnel services program organization.	18.42
EO	8	37(6)	*	8. Assesses degree to which staff training has resulted in the reduction of the frequency of particular pupil personnel problems.	18.92
EO	9	43(5)	*	9. Evaluates joint school-community service agency programs developed to meet students' special needs.	19.44
EO,S	11.5	38(14)		10. Assesses student attitudes toward various school activities.	24.24
EO	11.5	38(13)	*	11. Evaluates products of various student organizations and services.	24.24
EO,T	11.5	38(5)	*	12. Evaluates impact of student activities on school staff members.	24.24
EO	11.5	51(5)	*	13. Evaluates effectiveness of different methods used to communicate occupational/educational information.	24.24

PUPIL PERSONNEL

Evaluating

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	14	47(6)	*	14. Evaluates effectiveness of various student self-evaluation methods being used in school.	25.00
EO	15	44(5)	*	15. Judges pupil personnel service program objectives against results of outcome measures.	27.03

SCHOOL-COMMUNITY INTERFACE

Data Collection

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	57(8)	*	1. Surveys parent and community knowledge about school programs and activities.	20.59
				Planning	
EO	1	57(3)	*	1. Plans system for principal-parent conferences to discuss student progress and/or problems.	20.59
				Communicating	
EO,T	1	57(11)		1. Encourages staff members to attend school/community functions.	8.82
EO	2	57(15)	*	2. Invites parents and community members to contribute voluntary services to the school.	17.65
EO	3	57(9)	*	3. Informs local civic organizations and clubs about the school, its students, and programs.	29.41
				Decision Making	
EO	1	57(5)	*	1. Decides most appropriate school program and activity information to be communicated to parents and community.	14.71
EO	2	57(18)	*	2. Selects most appropriate methods of disseminating information about school programs and activities to parents and community.	17.65
				Implementing	
EO,T	1	57(1)	*	1. Meets with teachers to discuss parental and community opinion about the school and its programs.	26.47
EO	2	57(12)	*	2. Maintains public displays (shop windows, bulletin boards, etc.) to inform community members about school activities and events.	29.41

SCHOOL-COMMUNITY INTERFACE

Evaluating

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	1	57(6)	*	1. Evaluates effectiveness of currently used methods of communicating information about school programs and activities to parents and community.	14.71

FISCAL MANAGEMENT

Data Collection

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	1	63(3)	*	1. Collects information from staff regarding the adequacy of current budget allocations.	18.92
EO	2	69(1)	*	2. Collects information on data needed for internal accounting purposes.	23.53
EO,T	3	62(7)	*	3. Collects data to document needed items in budget.	27.78
EO	4	68(3)	*	4. Secures copy of State Department of Education handbook specifying bookkeeping and accounting systems.	29.41

Planning

EO,T	1	61(10)		1. Plans instructional materials on teacher input.	16.22
EO	2	61(6)	*	2. Plans for instructional materials and equipment purchases on a rotating basis for each academic area.	18.92
EO,T	3	63(2)	*	3. Plans budget on projected needs data obtained from staff.	18.92
EO	4	61(15)	*	4. Plans purchasing system for school.	21.62
EO,CO	5	60(1)		5. Develops maintenance checklist for school with central office staff.	23.53
EO,T	6	68(2)	*	6. Plans in-service sessions to inform responsible staff of State Department guidelines affecting the school's bookkeeping and accounting system.	23.53

Communicating

EO	1	69(2)	*	1. Discusses internal accounting responsibilities with office personnel.	8.82
EO,CO	2	67(2)		2. Discusses legal guidelines affecting financial reports with central office staff.	11.73

FISCAL MANAGEMENT

Communicating

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO,T	3	63(7)	*	3.	Discusses with teachers and other staff all line items in authorized budget.	13.51
EO,T	4	69(5)	*	4.	Discusses the use of purchase order forms with teachers and other staff.	14.71
EO,CO	5.5	60(7)		5.	Discusses budget requests with appropriate central office personnel.	23.53
EO,CO	5.5	60(9)		6.	Discusses recommended physical plant improvements with superintendent.	23.53
EO,CO	7	63(1)		7.	Discusses with Board of Education and superintendent current and proposed budgets.	24.31
EO,CO	8	62(2)		8.	Communicates projected fiscal budgets to central office.	25.00
EO,T	9.5	69(10)		9.	Informs staff of internal accounting policies.	26.47
EO,T	9.5	69(7)		10.	Explains budget guidelines to staff.	26.47

Decision Making

EO	1	67(1)	*	1.	Decides on methods for collecting and recording data needed for financial reports.	8.57
EO	2	61(19)	*	2.	Adjusts total budget to accommodate instructional materials and equipment purchases.	10.81
EO	3	65(6)	*	3.	Prioritizes student activities based on available financial support.	13.16
EO	4	69(4)	*	4.	Selects most qualified person to assume authority for internal accounting system.	14.71

FISCAL MANAGEMENT

Decision Making

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO	5	65(2)	*	5. Determines allocation of funds based on school program area needs.	15.79
				Implementing	
EO,T	1	61(18)		1. Appoints representatives by grade or subject area to collect data on most critical material and equipment needs.	16.22
EO	2	60(8)	*	2. Maintains permanent records of school improvements made.	20.59
EO	3	68(5)	*	3. Utilizes State Department of Education requirements when reviewing all bookkeeping and financial reports.	23.53
EO	4	62(4)	*	4. Prepares projected school budget based on examination of previous expenditures and anticipated needs consistent with legal requirements.	25.00
EO	5	65(13)	*	5. Establishes discretionary fund for use in student activities program.	26.32
				Evaluating	
EO,T	1.5	61(9)		1. Contrasts available instructional materials with projected needs data supplied by teachers.	10.81
EO	1.5	63(5)	*	2. Periodically evaluates the adequacy of budgeted allocations related to school, staff, and student needs.	10.81
EO	3	68(6)	*	3. Periodically assesses the degree to to which bookkeeping and accounting systems are consistent with State Department of Education requirements.	23.53
EO	4	65(12)	*	4. Evaluates school activities based on a "cost benefit" analysis.	23.68

SUPPORT MANAGEMENT

Planning

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	1	55(3)		1. Organizes procedures for communicating information about legal mandates to staff.	11.43
EO	2	55(6)	*	2. Plans for the implementation of legal mandates.	14.29

Communicating

EO,T	1	55(8)	*	1. Discusses legal mandates affecting school operations with staff.	11.43
EO,T	2	55(11)	*	2. Provides staff with written explanation of legal mandates.	20.00

Decision Making

EO	1	55(5)	*	1. Decides which areas of the school's operations are most affected by particular legal mandates.	25.71

Implementing

EO	1	56(3)	*	1. Maintains maintenance records.	21.62

Evaluating

EO	1	55(1)	*	1. Conducts in-house evaluation of compliance with legal mandates.	14.29
EO,T	2	55(2)	*	2. Evaluates implementation of legal mandates in consultation with school staff.	20.00
EO	3	56(6)	*	3. Evaluates general level of school cleanliness through daily inspection.	18.92

SYSTEM WIDE POLICIES

Data Collection

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABLE
EO,T	1	71(3)	*	1. Collects suggestions from staff on most appropriate methods to be used in implementing system-wide goals.	8.33
EO,T	2	74(2)	*	2. Collects data from staff on extent to which they understand duties and responsibilities.	10.53
EO	3	73(5)	*	3. Identifies ways to modify school goals in order to make them compatible with system goals.	11.11
EO	4	80(11)	*	4. Identifies and defines school problems by meeting with parents.	13.89
EO,CO	5	77(6)		5. Obtains prospective employee files from central office.	15.79
EO,T	6	70(6)		6. Collects suggestions from staff concerning methods for conducting staff evaluations.	16.67
EO,T	7	77(11)		7. Collects information about staffing needs from department heads.	18.92
EO	8	79(7)	*	8. Collects suggestions from community for designing system-wide goals.	29.41

Planning

EO	1	80(8)	*	1. Designs a system for assessing existing school problems.	11.11
EO	2	73(2)	*	2. Designs a system for collecting data on compatibility of system-wide and school goals.	22.22
EO	3	75(4)	*	3. Designs system for collecting data on condition of physical plant to be used in making recommendations to superintendent.	26.32
EO,CO	4	79(2)		4. Schedules meetings with superintendent to plan system-wide educational goals.	26.47

SYSTEM WIDE POLICIES

Communicating

SOURCE	RANK ORDER	FACT			INDICATOR	DESIRABLE
EO,T	1	73(1)	*	1.	Discusses with department heads how programs be modified to fit system goals.	8.33
EO,CO	2.5	80(7)		2.	Communicates school needs assessment to central office for use in long range system planning.	11.11
EO,CO	2.5	80(5)		3.	Discusses with superintendent the evidence of identified school problems in long range district plans.	11.11
EO,CO	4	79(5)		4.	Makes suggestions to superintendent regarding system educational goals.	11.76
EO,T	5	76(6)		5.	Discusses subject matter specialists' recommendations with teachers.	13.16
EO,CO	6	79(1)		6.	Encourages superintendent to discuss system-wide goals with staff.	17.65
EO,CO	7	72(2)		7.	Discusses board of education recommendations with superintendent.	28.95

Decision Making

EO,T	1	71(6)		1.	Selects appropriate staff members to assume authority for implementing system goals.	5.56
EO	2	72(7)	*	2.	Decides which areas of school program need modification in light of board of education recommendations.	18.42
EO	3	76(8)	*	3.	Determines which teachers need to meet with subject matter specialists.	21.05

Implementing

SOURCE	RANK ORDER	FACT		INDICATOR	DESIRABL
EO,T	1.5	71(1)	1.	Appoints staff committee to make recommendations for procedures to implement system goals in the schools.	13.89
EO,T	1.5	80(3) *	2.	Appoints an advisory committee to identify school problems.	13.89
EO,T	3	79(4) *	3.	Appoints faculty committee to make recommendations concerning desired system-wide goals.	14.71
EO	4	74(4) *	4.	Requires leadership staff to delineate responsibilities and duties to their personnel.	18.42
EO,T	5	73(9) *	5.	Appoints subject matter area committee to review system and school goals to assess their compatibility.	25.00
EO,T	6	72(1) *	6.	Appoints staff committee to review board recommendations relative to implications for program changes.	26.32
EO	7	72(6) *	7.	Employs consultant to assist in implementing program changes recommended by board of education.	28.95

Evaluating

EO	1	80(10) *	1.	Assesses extent to which identified school problems are considered in long range system plans.	8.33
EO,T	2	76(3) *	2.	Evaluates contributions of subject matter specialists by surveying teachers' opinions.	13.16
EO	3	74(6) *	3.	Evaluates extent to which staff implement their decision making responsibilities.	15.79
EO	4	77(8) *	4.	Periodically evaluates prospective employee selection methods.	18.42
EO	5	79(8) *	5.	Assesses the extent to which system-wide goals are operationalized in the school.	26.47

Footnote:

Some asterisked items with larger percentages of Desirable response were selected owing to the nature of the meaningfulness of item content and with consideration for achieving a balanced distribution of items within Functional Areas and Administrative Operations categories.

APPENDIX I

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY (PPDS) INSTRUMENTS (FORM II)

DEVELOPED FOR SECOND FIELD TEST OF THE GEORGIA PRINCIPAL ASSESSMENT SYSTEM (GPAS)

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY

TEACHER FORM-II

(120 Items)

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY - TEACHER FORM-II

A list of principal tasks is given below. Two scales are presented for you to use in making judgments about the frequency and effectiveness of your principal's performance of each task. Please read each statement carefully and circle the appropriate number on the scales provided.

The Effectiveness scale is to be used only if the Frequency rating for a statement is greater than "1". For example, if you circle a "1" on the Frequency scale corresponding to NEVER, leave the Effectiveness scale blank and proceed to the next statement.

If you judge a task as irrelevant for your principal, make no ratings on either scale for that task.

Please rate each statement independently; e.g., think about your principal's functioning on each individual item, not in relationship to other items.

Thank you for your cooperation!

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE	
1	2	3	4	5	1. Employs consultants (CESA, central office staff, etc.) to conduct workshops on teacher instruction.	1	2	3	4	5	
1	2	3	4	5	2. Evaluates teachers' classroom functioning using classroom observation data.	1	2	3	4	5	
1	2	3	4	5	3. Plans in-service programs with staff to discuss recent relevant research findings.	1	2	3	4	5	
1	2	3	4	5	4. Asks teachers to specify ways in which they can contribute to evaluation of the school.	1	2	3	4	5	
1	2	3	4	5	5. Conducts staff meetings devoted to the interpretation of system policies and priorities.	1	2	3	4	5	

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	6. Formulates student performance criteria with teachers using standardized test results.		1	2	3	4	5
1	2	3	4	5	7. Meets with teachers to discuss parental and community opinion about the school and its programs.		1	2	3	4	5
1	2	3	4	5	8. Collects literature on various effective methods of instruction.		1	2	3	4	5
1	2	3	4	5	9. Decides which aspects of school curriculum and program are to be evaluated.		1	2	3	4	5
1	2	3	4	5	10. Makes visits to other schools to observe teaching practices.		1	2	3	4	5
1	2	3	4	5	11. Determines departmental roles and responsibilities for in-service training.		1	2	3	4	5
1	2	3	4	5	12. Schedules parent-teacher conferences to discuss student evaluation methods and results with parents.		1	2	3	4	5
1	2	3	4	5	13. Plans in-service training for interpretation of evaluation data with teachers and counselors.		1	2	3	4	5
1	2	3	4	5	14. Discusses with current teachers progress of his former students.		1	2	3	4	5
1	2	3	4	5	15. Commends teachers formally and informally for recognizing student achievements.		1	2	3	4	5
1	2	3	4	5	16. Informs teachers of available classroom resource materials.		1	2	3	4	5
1	2	3	4	5	17. Suggests teachers use media to publicize student recognition.		1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	18. Plans instructional materials budget on teacher input.		1	2	3	4	5
1	2	3	4	5	19. Develops procedures for evaluating in-service training programs.		1	2	3	4	5
1	2	3	4	5	20. Provides a professional library for teachers.		1	2	3	4	5
1	2	3	4	5	21. Determines most appropriate staff members to work with community service agencies.		1	2	3	4	5
1	2	3	4	5	22. Structures priorities for in-service training using needs assessment data.		1	2	3	4	5
1	2	3	4	5	23. Collects suggestions from staff on most appropriate methods to be used in implementing system-wide goals.		1	2	3	4	5
1	2	3	4	5	24. Formulates new educational program with staff in regular meetings.		1	2	3	4	5
1	2	3	4	5	25. Evaluates implementation of legal mandates in consultation with school staff.		1	2	3	4	5
1	2	3	4	5	26. Organizes with staff a career education course as part of the school's curriculum.		1	2	3	4	5
1	2	3	4	5	27. Discusses student performance criteria with teachers in individual conferences.		1	2	3	4	5
1	2	3	4	5	28. Plans in-service programs for teachers on diagnostic use of test results.		1	2	3	4	5
1	2	3	4	5	29. Conducts survey of current school instructional evaluation practices.		1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	30. Discusses student evaluation procedures at teacher meetings.		1	2	3	4	5
1	2	3	4	5	31. Evaluates impact of student activities on school staff members.		1	2	3	4	5
1	2	3	4	5	32. Interprets new policies affecting student rights and responsibilities to faculty and staff.		1	2	3	4	5
1	2	3	4	5	33. Works with curriculum committee to establish feedback channels to other faculty and students.		1	2	3	4	5
1	2	3	4	5	34. Schedules released time for teachers to attend in-service training.		1	2	3	4	5
1	2	3	4	5	35. Appoints subject matter area committee to review system and school goals to assess their compatibility.		1	2	3	4	5
1	2	3	4	5	36. Works with curriculum committee to establish evaluation procedures for new materials.		1	2	3	4	5
1	2	3	4	5	37. Collects needs assessment data from teachers in order to identify skills necessary to solve instructional problems.		1	2	3	4	5
1	2	3	4	5	38. Considers student differences when assigning teachers to classes.		1	2	3	4	5
1	2	3	4	5	39. Establishes an annual student achievement awards program.		1	2	3	4	5
1	2	3	4	5	40. Schedules regular staff meetings to discuss curriculum design.		1	2	3	4	5
1	2	3	4	5	41. Develops in-service training program to assist teachers in attaining instructional objectives.		1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	42.	Contrasts standardized test results with teachers' judgments.	1	2	3	4	5
1	2	3	4	5	43.	Obtains teacher feedback on the appropriateness and usefulness of student information system.	1	2	3	4	5
1	2	3	4	5	44.	Appoints lead teachers.	1	2	3	4	5
1	2	3	4	5	45.	Monitors implementation of testing program.	1	2	3	4	5
1	2	3	4	5	46.	Assigns library and/or audio-visual personnel in the school to assist in training teachers in the use of media.	1	2	3	4	5
1	2	3	4	5	47.	Discusses with department heads how programs can be modified to fit system goals.	1	2	3	4	5
1	2	3	4	5	48.	Solicits teacher volunteers for school committees.	1	2	3	4	5
1	2	3	4	5	49.	Discusses school and system-wide policies related to student rights at faculty meetings.	1	2	3	4	5
1	2	3	4	5	50.	Chooses the most appropriate methods for encouraging staff to recognize and commend student accomplishments.	1	2	3	4	5
1	2	3	4	5	51.	Publishes a list of available educational media to facilitate educational practices.	1	2	3	4	5
1	2	3	4	5	52.	Collects information about teachers' opinions of curriculum effectiveness.	1	2	3	4	5
1	2	3	4	5	53.	Establishes a teacher committee to evaluate school's operation.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task (NEVER … VERY OFTEN)						EFFECTIVENESS With Which Principal Performs Task (INEFFECTIVE … VERY EFFECTIVE)				
1	2	3	4	5	54. Develops individualized instruction programs based on student interests.	1	2	3	4	5
1	2	3	4	5	55. Plans in-service training for staff to develop skills to assess pupil personnel problems.	1	2	3	4	5
1	2	3	4	5	56. Collects data to document needed items in budget.	1	2	3	4	5
1	2	3	4	5	57. Discusses legal mandates affecting school operations with staff.	1	2	3	4	5
1	2	3	4	5	58. Appoints representatives by grade or subject area to collect data on most critical materials and equipment needs.	1	2	3	4	5
1	2	3	4	5	59. Decides on which areas of instructional programs are to be evaluated with standardized instruments.	1	2	3	4	5
1	2	3	4	5	60. Appoints staff advisory committee to establish school policies.	1	2	3	4	5
1	2	3	4	5	61. Arranges for the introduction of new students and parents to teachers.	1	2	3	4	5
1	2	3	4	5	62. Provides incentives for student attendance.	1	2	3	4	5
1	2	3	4	5	63. Appoints a staff committee to advise and plan a program to meet needs of failing students.	1	2	3	4	5
1	2	3	4	5	64. Surveys teachers' expressed needs for developing more effective instructional practices to attain educational objectives.	1	2	3	4	5

FREQUENCY With Which Principal Perfoms Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	65. Decides on most effective methods to be used in improving teacher instructional problem-solving skills.		1	2	3	4	5
1	2	3	4	5	66. Appoints staff committee to review board recommendations relative to implications for program changes.		1	2	3	4	5
1	2	3	4	5	67. Schedules curriculum committee meetings to design ways in which instructional material may be used.		1	2	3	4	5
1	2	3	4	5	68. Conducts in-service training session to familiarize teachers with the variety and uses of available educational media.		1	2	3	4	5
1	2	3	4	5	69. Schedules teacher meetings to work out a mutually agreed upon prioritized list of curriculum changes.		1	2	3	4	5
1	2	3	4	5	70. Designs curriculum program based on student ability groupings.		1	2	3	4	5
1	2	3	4	5	71. Plans budget on projected needs data obtained from staff.		1	2	3	4	5
1	2	3	4	5	72. Establishes a library containing professional literature for faculty.		1	2	3	4	5
1	2	3	4	5	73. Attends teacher-initiated school activities.		1	2	3	4	5
1	2	3	4	5	74. Conducts a teacher opinion poll on the strengths and weaknesses of school operations.		1	2	3	4	5
1	2	3	4	5	75. Periodically reviews teachers' lesson plans to assess their compatibility with system instructional goals.		1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN						VERY EFFECTIVE
1	2	3	4	5	76.	Appoints an advisory committee to identify school problems.	1	2	3	4	5
1	2	3	4	5	77.	Assigns system media specialists to train teachers in the use of available educational media.	1	2	3	4	5
1	2	3	4	5	78.	Gathers lists of curriculum change priorities from teachers.	1	2	3	4	5
1	2	3	4	5	79.	Designs methods for increasing staff participation in school policy decision-making.	1	2	3	4	5
1	2	3	4	5	80.	Appoints committee to develop in-service training programs based on staff needs.	1	2	3	4	5
1	2	3	4	5	81.	Provides staff with written explanation of legal mandates.	1	2	3	4	5
1	2	3	4	5	82.	Schedules times for both individual and group in-service training.	1	2	3	4	5
1	2	3	4	5	83.	Appoints staff committee to make recommendations for procedures to implement system goals in the schools.	1	2	3	4	5
1	2	3	4	5	84.	Discusses with teachers students' informal evaluation of instructional objectives.	1	2	3	4	5
1	2	3	4	5	85.	Requires teachers to periodically review student cumulative records.	1	2	3	4	5
1	2	3	4	5	86.	Plans student diagnostic and educational achievement testing program with teachers.	1	2	3	4	5
1	2	3	4	5	87.	Collects teacher suggestions concerning the selection of effective materials and methods.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN			INEFFECTIVE			VERY EFFECTIVE
1	2	3	4	5	88.	Collects information from community on learner needs.	1	2	3	4	5
1	2	3	4	5	89.	Collects data from staff on extent to which they understand duties and responsibilities.	1	2	3	4	5
1	2	3	4	5	90.	Suggests teachers have students periodically evaluate the meaning of a particular learning experience.	1	2	3	4	5
1	2	3	4	5	91.	Encourages staff to plan field trips to local businesses and surrounding educational institutions.	1	2	3	4	5
1	2	3	4	5	92.	Appoints a teacher committee to make decisions about instructional evaluation.	1	2	3	4	5
1	2	3	4	5	93.	Delegates authority for busing operations to responsible individual (e.g., teachers, assistant principal, etc.)	1	2	3	4	5
1	2	3	4	5	94.	Surveys teacher opinion of student activities program.	1	2	3	4	5
1	2	3	4	5	95.	Designs a system for observing teaching practices.	1	2	3	4	5
1	2	3	4	5	96.	Periodically assesses changes made by teachers in their classroom learning environments.	1	2	3	4	5
1	2	3	4	5	97.	Plans methods for increasing teachers' understanding and interpretation of information in student cumulative records.	1	2	3	4	5
1	2	3	4	5	98.	Plans in-service program to develop teacher classroom observation skills in identifying pupil behavior problems.	1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	99. Employs specialists to lead in-service training in curriculum design for teachers.		1	2	3	4	5
1	2	3	4	5	100. Appoints faculty committee to make recommendations concerning desired system-wide goals.		1	2	3	4	5
1	2	3	4	5	101. Arranges for teachers to discuss academic evaluation methods and results with students.		1	2	3	4	5
1	2	3	4	5	102. Assigns staff members specific orientation program responsibilities.		1	2	3	4	5
1	2	3	4	5	103. Plans with teachers the development of student interest oriented programs.		1	2	3	4	5
1	2	3	4	5	104. Presents instructional and teaching effectiveness evaluation plans to teachers for their approval.		1	2	3	4	5
1	2	3	4	5	105. Outlines self-evaluation procedures to be used during the course of in-service training.		1	2	3	4	5
1	2	3	4	5	106. Matches teacher qualifications with curriculum committee responsibiilties.		1	2	3	4	5
1	2	3	4	5	107. Discusses the use of purchase order forms with teachers and other staff.		1	2	3	4	5
1	2	3	4	5	108. Collects information about staff's awareness of and participation in professional organizations.		1	2	3	4	5
1	2	3	4	5	109. Appoints joint teacher-student committee to evaluate school activities program.		1	2	3	4	5

FREQUENCY With Which Principal Performs Task						EFFECTIVENESS With Which Principal Performs Task					
NEVER					VERY OFTEN			INEFFECTIVE					VERY EFFECTIVE
1	2	3	4	5	110.	Evaluates contributions of subject matter specialists by surveying teachers' opinions.		1	2	3	4	5	
1	2	3	4	5	111.	Obtains information on teachers' knowledge of student rights and responsibilities.		1	2	3	4	5	
1	2	3	4	5	112.	Appoints teachers to committees for establishing procedures for commending student achievement.		1	2	3	4	5	
1	2	3	4	5	113.	Discusses with teachers and other staff all line items on authorized budget.		1	2	3	4	5	
1	2	3	4	5	114.	Discusses student rights and responsibilities at school assembly.		1	2	3	4	5	
1	2	3	4	5	115.	Explains to teachers the relation of professional development and activities to promotion and salary increments.		1	2	3	4	5	
1	2	3	4	5	116.	Collects information from staff regarding the adequacy of current budget allocations.		1	2	3	4	5	
1	2	3	4	5	117.	Works with staff in providing individual student counseling concerning occupational and educational currucula.		1	2	3	4	5	
1	2	3	4	5	118.	Compares teachers' instructional practices to teachers' lesson plans.		1	2	3	4	5	
1	2	3	4	5	119.	Collects teacher self-evaluations of teaching method effectiveness.		1	2	3	4	5	
1	2	3	4	5	120.	Plans in-service sessions to inform responsible staff of State Department guidelines affecting the school's bookkeeping and accounting system.		1	2	3	4	5	

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY

STUDENT FORM-II

(12 Items)

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY

ELEMENTARY STUDENT FORM-II

(12 Items)

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never	Sometimes	Almost Always
1. My principal asks me what I think about new things we are going to do in school.	1	2	3
2. My principal tells me to try to do things in my class that help me learn.	1	2	3
3. My principal talks with me about what I want to learn in school.	1	2	3
4. My principal plans a special school assembly (meeting) to honor outstanding students.	1	2	3
5. My principal tells students about their responsibilities and privileges (rights) at school assemblies.	1	2	3
6. My principal asks me what I think about the special student activities in my school.	1	2	3

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never	Sometimes	Almost Always
7. My principal tells students in my school about the special achievements of good students.	1	2	3
8. My principal tells students who misbehave about school rules.	1	2	3
9. My principal tells students who misbehave about how they bother other students.	1	2	3
10. My principal tells students when they are being good and doing things right.	1	2	3
11. My principal makes it easy for students to tell him/her about how they feel about things.	1	2	3
12. My princpal gives special awards to students or classes with good attendance.	1	2	3

HOW WELL MY PRINCIPAL DOES THINGS

	Not Too Well	Well	Very Well
1. When my principal asks me what I think about new things we are going to do in school, he does it	1	2	3
2. When my principal tells me to try to do things in my class that help me learn, he does it	1	2	3
3. When my principal talks with me about what I want to learn in school, he does it	1	2	3
4. When my principal plans a special school assembly (meeting) to honor outstanding students, he does it	1	2	3
5. When my principal tells students about their responsibilities and privileges (rights) at school assemblies, he does it	1	2	3
6. When my principal asks me what I think about the special student activities in my school, he does it	1	2	3

HOW WELL MY PRINCIPAL DOES THINGS

	Not Too Well	Well	Very Well
7. When my principal tells students in my school about the special achievements of good students, he does it	1	2	3
8. When my principal tells students who misbehave about school rules, he does it	1	2	3
9. When my principal tells students who misbehave about how they bother other students, he does it	1	2	3
10. My principal tells students when they are being good and doing things right. When he tells them, he does it	1	2	3
11. My principal makes it easy for students to tell him/her how they feel about things. He does this	1	2	3
12. When my principal gives special awards to students or classes with good attendance, he does it	1	2	3

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY

SECONDARY STUDENT FORM-II

(12 Items)

HOW OFTEN MY PRINCIPAL DOES THINGS

Some of the jobs which principals perform while they are at school are listed below. Read each sentence to yourself and think about how often your principal does this job in your school. After you read each sentence, circle one of the numbers by the sentence that best says how often you feel your principal does this job.

If you think your principal does the first thing almost always, circle a "4". If he does it less than that, circle one of the other numbers. For example, if he does it almost never, circle a "1".

Remember, read each sentence and circle only one number. Think about how often the principal does each thing, not about how good he is at doing it.

Please do not begin until you are told to do so.

	Almost Never			Almost Always
1. My principal asks me what I think about new things we are going to do in school.	1	2	3	4
	Almost Never			**Almost Always**
2. My principal tells me to try to do things in my class that help me learn.	1	2	3	4
	Almost Never			**Almost Always**
3. My principal talks with me about what I want to learn in school.	1	2	3	4
	Almost Never			**Almost Always**
4. My principal plans a special school assembly (meeting) to honor outstanding students.	1	2	3	4
	Almost Never			**Almost Always**
5. My principal tells students about their responsibilities and privileges (rights) at school assemblies.	1	2	3	4

HOW OFTEN MY PRINCIPAL DOES THINGS

	Almost Never			Almost Always
6. My principal asks me what I think about the special student activities.	1	2	3	4
7. My principal tells students in my school about the special achievements of good students.	1	2	3	4
8. My principal tells students who misbehave about school rules.	1	2	3	4
9. My principal tells students who misbehave about how they bother other students.	1	2	3	4
10. My principal tells students when they are being good and doing things right.	1	2	3	4
11. My principal makes it easy for students to tell him/her about how they feel about things.	1	2	3	4
12. My principal gives special awards to students or classes with good attendance.	1	2	3	4

HOW WELL MY PRINCIPAL DOES THINGS

Now read each of the following statements and think about how well your principal does the job described. Circle one of the numbers by the sentence that best says how well you feel your principal does this job.

If you think your principal does the first thing very well, circle a "4". If he does it not so well, circle one of the other numbers. For example, if he does it not too well, circle a "1". Remember, read each sentence, and circle only one number. Think about how well the principal does each thing, not how often he does it.

Please do not begin until you are told to do so.

	Not Too Well			Very Well
1. When my principal asks me what I think about new things we are going to do in school, he does it	1	2	3	4
2. When my principal tells me to try to do things in my class that help me learn, he does it	1	2	3	4
3. When my principal talks with me about what I want to learn in school, he does it	1	2	3	4
4. When my principal plans a special school assembly (meeting) to honor outstanding students, he does it	1	2	3	4
5. When my principal tells students about their responsibilities and privileges (rights) at school assemblies, he does it	1	2	3	4

HOW WELL MY PRINCIPAL DOES THINGS

	Not Too Well			Very Well
6. When my principal asks me what I think about the special student activities in my school, he does it	1	2	3	4
7. When my principal tells students in my school about the special achievements of good students, he does it	1	2	3	4
8. When my principal tells students who misbehave about school rules, he does it	1	2	3	4
9. When my principal tells students who misbehave about how they bother other students, he does it	1	2	3	4
10. My principal tells students when they are being good and doing things right. When he tells them, he does it	1	2	3	4
11. My principal makes it easy for students to tell him/her about how they feel about things. He does this	1	2	3	4
12. When my principal gives special awards to students or classes with good attendance, he does it	1	2	3	4

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY

PRINCIPAL FORM-II

(273 Items)

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY - PRINCIPAL FORM-II

A list of principal tasks is given below. Two scales are presented for you to use in making judgments about the frequency and effectiveness of your performance of each task. Please read each statement and circle the appropriate number on the scales provided.

The Effectiveness scale is to be used only if the frequency rating for a statement is greater than "1." For example, if you circle a "1" on the frequency scale corresponding to NEVER, leave the effectiveness scale blank and proceed to the next statement.

If you judge a task as irrelevant for yourself, make no ratings on either scale for that task. Please rate each statement independently; e.g., think about your functioning on each individual item. Thank you for your cooperation!

FREQUENCY						EFFECTIVENESS				
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	1. Evaluates extent to which staff implement their decision making responsibilities.	1	2	3	4	5
1	2	3	4	5	2. Schedules released time for teachers to attend in-service training.	1	2	3	4	5
1	2	3	4	5	3. Evaluates joint school-community service agency programs developed to meet students' special needs.	1	2	3	4	5
1	2	3	4	5	4. Compares results of school, city, and state testing programs.	1	2	3	4	5
1	2	3	4	5	5. Plans an adequate testing program with counseling staff.	1	2	3	4	5
1	2	3	4	5	6. Decides which areas of the school's operations are most affected by particular legal mandates.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE	
1	2	3	4	5	7. Utilizes State Dept. of Education requirements when reviewing all bookkeeping and financial reports.	1	2	3	4	5	
1	2	3	4	5	8. Provides incentives for student attendance.	1	2	3	4	5	
1	2	3	4	5	9. Evaluates relationship of school attendance and achievement.	1	2	3	4	5	
1	2	3	4	5	10. Appoints staff committee to review board recommendations relative to implications for program changes.	1	2	3	4	5	
1	2	3	4	5	11. Assigns system media specialists to train teachers in the use of available educational media.	1	2	3	4	5	
1	2	3	4	5	12. Collects information about community service agencies likely to provide relevant school input.	1	2	3	4	5	
1	2	3	4	5	13. Organizes intramural sports program with responsible staff.	1	2	3	4	5	
1	2	3	4	5	14. Works with curriculum committee to establish feedback channels to other faculty and students.	1	2	3	4	5	
1	2	3	4	5	15. Decides on appropriate allocation of time in school day for various subject matter areas.	1	2	3	4	5	
1	2	3	4	5	16. Delegates authority to clerk for maintaining financial records and implementing accounting procedures.	1	2	3	4	5	
1	2	3	4	5	17. Assesses degree to which staff training has resulted in the reduction of the frequency of particular pupil personnel problems.	1	2	3	4	5	
1	2	3	4	5	18. Discusses student performance criteria with teachers in individual conferences.	1	2	3	4	5	

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE	
1	2	3	4	5	19. Designs curriculum program based on student ability groupings.	1	2	3	4	5	
1	2	3	4	5	20. Prioritizes student activities based on available financial support.	1	2	3	4	5	
1	2	3	4	5	21. Appoints staff committee to make recommendations for procedures to implement system goals in the schools.	1	2	3	4	5	
1	2	3	4	5	22. Provides staff with written explanation of legal mandates.	1	2	3	4	5	
1	2	3	4	5	23. Plans instructional materials budget on teacher input.	1	2	3	4	5	
1	2	3	4	5	24. Maintains permanent records of school improvements made.	1	2	3	4	5	
1	2	3	4	5	25. Assesses the extent to which staff's actions reflect their understanding of system policies and priorities.	1	2	3	4	5	
1	2	3	4	5	26. Designs a system for observing teaching practices.	1	2	3	4	5	
1	2	3	4	5	27. Conducts staff meetings devoted to the interpretation of system policies and priorities.	1	2	3	4	5	
1	2	3	4	5	28. Decides which areas of school program need modification in light of board of education recommendations.	1	2	3	4	5	
1	2	3	4	5	29. Discusses the relationship between misbehavior and school rules with problem students.	1	2	3	4	5	
1	2	3	4	5	30. Appoints staff members to serve as academic advisors.	1	2	3	4	5	
1	2	3	4	5	31. Collects information from community on learner needs.	1	2	3	4	5	

FREQUENCY							EFFECTIVENESS				
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	32.	Evaluates effectiveness of various student self-evaluation methods being used in school.	1	2	3	4	5
1	2	3	4	5	33.	Determines departmental roles and responsibilities for in-service training.	1	2	3	4	5
1	2	3	4	5	34.	Determines counseling program needs on the basis of needs assessment data.	1	2	3	4	5
1	2	3	4	5	35.	Evaluates products of various student organizations and services.	1	2	3	4	5
1	2	3	4	5	36.	Formally surveys community opinion towards all aspects of the school's programs and curriculum.	1	2	3	4	5
1	2	3	4	5	37.	Announces outstanding achievement to the student body.	1	2	3	4	5
1	2	3	4	5	38.	Designates central location in the school for the collection of occupational and educational information files.	1	2	3	4	5
1	2	3	4	5	39.	Develops in-service training programs to assist teachers in attaining instructional objectives.	1	2	3	4	5
1	2	3	4	5	40.	Employs consultant to assist in implementing program changes recommended by board of education.	1	2	3	4	5
1	2	3	4	5	41.	Maintains maintenance records.	1	2	3	4	5
1	2	3	4	5	42.	Appoints representatives by grade or subject area to collect data on most critical materials and equipment needs.	1	2	3	4	5
1	2	3	4	5	43.	Decides which aspects of school curriculum and program are to be evaluated.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE	
1	2	3	4	5	44. Decides which school policy areas are of legitimate staff concern.	1	2	3	4	5	
1	2	3	4	5	45. Assesses effectiveness of methods used for increasing staff's professional identification and development.	1	2	3	4	5	
1	2	3	4	5	46. Surveys existing data reporting procedures and requirements.	1	2	3	4	5	
1	2	3	4	5	47. Asks teachers to specify ways in which they can contribute to evaluation of the school.	1	2	3	4	5	
1	2	3	4	5	48. Identifies diagnostic and educational achievement tests currently being used in schools.	1	2	3	4	5	
1	2	3	4	5	49. Determines relative importance of particular pupil personnel problems.	1	2	3	4	5	
1	2	3	4	5	50. Solicits teacher volunteers for school committees.	1	2	3	4	5	
1	2	3	4	5	51. Designs record keeping forms with pupil personnel staff.	1	2	3	4	5	
1	2	3	4	5	52. Discusses with problem children the effects of misbehavior on other students.	1	2	3	4	5	
1	2	3	4	5	53. Determines relevant evaluation data to be interpreted.	1	2	3	4	5	
1	2	3	4	5	54. Requests parents to serve on curriculum committee.	1	2	3	4	5	
1	2	3	4	5	55. Plans for the implementation of legal mandates.	1	2	3	4	5	
1	2	3	4	5	56. Plans evaluation conferences based on available achievement data.	1	2	3	4	5	

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	57.	Organizes with staff a career education course as part of the school's curriculum.	1	2	3	4	5
1	2	3	4	5	58.	Provides a professional library for teachers.	1	2	3	4	5
1	2	3	4	5	59.	Decides on methods for collecting and recording data needed for financial reports.	1	2	3	4	5
1	2	3	4	5	60.	Appoints lead teachers.	1	2	3	4	5
1	2	3	4	5	61.	Schedules regular staff meetings to discuss curriculum design.	1	2	3	4	5
1	2	3	4	5	62.	Evaluates school activities based on a "cost benefit" analysis.	1	2	3	4	5
1	2	3	4	5	63.	Decides on which areas of instructional programs are to be evaluated with standardized instruments.	1	2	3	4	5
1	2	3	4	5	64.	Evaluates curriculum effectiveness using standardized test results.	1	2	3	4	5
1	2	3	4	5	65.	Identifies relevant evaluation data to be collected by working with guidance personnel.	1	2	3	4	5
1	2	3	4	5	66.	Works with teachers in designing behavior change and intervention strategies.	1	2	3	4	5
1	2	3	4	5	67.	Works with pupil personnel staff in collecting student interest data.	1	2	3	4	5
1	2	3	4	5	68.	Compares the results of teacher evaluation of the school's operation to the educational goals of the system.	1	2	3	4	5
1	2	3	4	5	69.	Evaluates effectiveness of pupil personnel services program organization.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN			INEFFECTIVE			VERY EFFECTIVE	
1	2	3	4	5	70. Conducts in-house evaluation of compliance with legal mandates.		1	2	3	4	5
1	2	3	4	5	71. Arranges for the introduction of new students and parents to teachers.		1	2	3	4	5
1	2	3	4	5	72. Determines which teachers need to meet with subject matter specialists.		1	2	3	4	5
1	2	3	4	5	73. Decides most appropriate school program and activity information to be communicated to parents and community.		1	2	3	4	5
1	2	3	4	5	74. Appoints a staff committee to advise and plan a program to meet needs of consistently failing students.		1	2	3	4	5
1	2	3	4	5	75. Attends teacher-initiated school activities.		1	2	3	4	5
1	2	3	4	5	76. Plans student diagnostic and educational achievement testing program with teachers.		1	2	3	4	5
1	2	3	4	5	77. Reviews professional literature to learn about methods for working with the consistently failing student.		1	2	3	4	5
1	2	3	4	5	78. Minimizes discipline problems by consistently rewarding appropriate student behavior.		1	2	3	4	5
1	2	3	4	5	79. Surveys teacher opinion of student activities program.		1	2	3	4	5
1	2	3	4	5	80. Conducts in-service training session to familiarize teachers with the variety and uses of available educational media.		1	2	3	4	5
1	2	3	4	5	81. Collects data from staff on extent to which they understand duties and responsibilities.		1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER					VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	82.	Plans an assessment system for the identification of consistently failing students.	1	2	3	4	5
1	2	3	4	5	83.	Collects information on new research and methods in education.	1	2	3	4	5
1	2	3	4	5	84.	Evaluates general level of school plant cleanliness through daily inspection.	1	2	3	4	5
1	2	3	4	5	85.	Works with counselors to specify objectives of the counseling program.	1	2	3	4	5
1	2	3	4	5	86.	Collects suggestions from community for designing system-wide goals.	1	2	3	4	5
1	2	3	4	5	87.	Encourages students to assist in developing classroom environments conducive to learning.	1	2	3	4	5
1	2	3	4	5	88.	Facilitates open expression of student opinions in principal-student meetings.	1	2	3	4	5
1	2	3	4	5	89.	Develops individualized instruction programs based on student interests.	1	2	3	4	5
1	2	3	4	5	90.	Plans methods for increasing teacher understanding and interpretation of information in student achievement records.	1	2	3	4	5
1	2	3	4	5	91.	Evaluates the effects of parent, student, and teacher input in designing educational programs.	1	2	3	4	5
1	2	3	4	5	92.	Selects from available classroom observation instruments those best fitting the purposes of teacher observations.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN			INEFFECTIVE			VERY EFFECTIVE	
1	2	3	4	5	93.	Surveys teachers expressed needs for developing more effective instructional practices to attain educational objectives.	1	2	3	4	5
1	2	3	4	5	94.	Develops procedures for evaluating in-service training programs.	1	2	3	4	5
1	2	3	4	5	95.	Evaluates new materials and methods being used in other systems through observation.	1	2	3	4	5
1	2	3	4	5	96.	Observes exemplary instructional evaluation systems at other schools.	1	2	3	4	5
1	2	3	4	5	97.	Assigns head counselor responsibility for collecting student follow-up data.	1	2	3	4	5
1	2	3	4	5	98.	Encourages community participation in school evaluation activities.	1	2	3	4	5
1	2	3	4	5	99.	Selects most qualified person to assume authority for internal accounting system.	1	2	3	4	5
1	2	3	4	5	100.	Plans in-service programs for teachers on diagnostic use of test results.	1	2	3	4	5
1	2	3	4	5	101.	Decides which school activities can most benefit from his personal attendance and support.	1	2	3	4	5
1	2	3	4	5	102.	Evaluates impact of student activities on school staff members.	1	2	3	4	5
1	2	3	4	5	103.	Collects suggestions from businesses and community sources on modifying curriculum content.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	104.	Plans curriculum based on new research evidence reported in professional literature.	1	2	3	4	5
1	2	3	4	5	105.	Informs teachers of available classroom resource material.	1	2	3	4	5
1	2	3	4	5	106.	Conducts a teacher opinion poll on the strengths and weaknesses of school operations.	1	2	3	4	5
1	2	3	4	5	107.	Evaluates teachers' classroom functioning using classroom observation data.	1	2	3	4	5
1	2	3	4	5	108.	Designs methods for increasing staff participation in school policy decision-making.	1	2	3	4	5
1	2	3	4	5	109.	Designs specific strategies for handling frequently occurring discipline problems.	1	2	3	4	5
1	2	3	4	5	110.	Determines most appropriate student self-evaluation methods to be used in school.	1	2	3	4	5
1	2	3	4	5	111.	Systematically evaluates teacher instructional problem solving skills.	1	2	3	4	5
1	2	3	4	5	112.	Selects most appropriate methods to commend student academic achievements.	1	2	3	4	5
1	2	3	4	5	113.	Collects suggestions from staff on most appropriate methods to be used in implementing system-wide goals.	1	2	3	4	5
1	2	3	4	5	114.	Establishes a teacher committee to evaluate school's operation.	1	2	3	4	5
1	2	3	4	5	115.	Explains to teachers the relation of professional development and activities to promotion and salary increments.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE	
1	2	3	4	5	116. Suggests teachers use media to publicize student recognition.	1	2	3	4	5	
1	2	3	4	5	117. Obtains teacher feedback on the appropriateness and usefulness of student information system.	1	2	3	4	5	
1	2	3	4	5	118. Arranges for teachers to discuss academic evaluation methods and results with students.	1	2	3	4	5	
1	2	3	4	5	119. Discusses student rights and responsibilities at school assembly.	1	2	3	4	5	
1	2	3	4	5	120. Plans in-service program to develop teacher classroom observation skills in identifying pupil behavior problems.	1	2	3	4	5	
1	2	3	4	5	121. Reviews each student folder to determine if pertinent material has been entered into record.	1	2	3	4	5	
1	2	3	4	5	122. Appoints teachers to committees for establishing procedures for commending student achievement.	1	2	3	4	5	
1	2	3	4	5	123. Delegates authority for busing operations to responsible individual (e.g., teachers, assistant principal, etc.)	1	2	3	4	5	
1	2	3	4	5	124. Collects needs assessment data from teachers in order to identify skills necessary to solve instructional problems.	1	2	3	4	5	
1	2	3	4	5	125. Collects teacher self-evaluations of teaching method effectiveness.	1	2	3	4	5	
1	2	3	4	5	126. Plans special programs based on special needs assessment.	1	2	3	4	5	

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	127.	Collects information about teachers' opinions of curriculum effectiveness.	1	2	3	4	5
1	2	3	4	5	128.	Employs consultants (CESA, central office staff, etc.) to conduct workshops on teacher instruction.	1	2	3	4	5
1	2	3	4	5	129.	Assists teachers in interpreting test results.	1	2	3	4	5
1	2	3	4	5	130.	Collects teacher suggestions concerning the selection of effective materials and methods.	1	2	3	4	5
1	2	3	4	5	131.	Surveys parent and community knowledge about school programs and activities.	1	2	3	4	5
1	2	3	4	5	132.	Appoints a teacher committee to make decisions about instructional evaluation.	1	2	3	4	5
1	2	3	4	5	133.	Meets with teachers to discuss parental and community opinion about the school and its program.	1	2	3	4	5
1	2	3	4	5	134.	Evaluates quality of supervision of student activities.	1	2	3	4	5
1	2	3	4	5	135.	Interprets new policies affecting student rights and responsibilities to faculty and staff.	1	2	3	4	5
1	2	3	4	5	136.	Discusses with department heads how program can be modified to fit system goals.	1	2	3	4	5
1	2	3	4	5	137.	Identifies community services that can assist the consistently failing student.	1	2	3	4	5
1	2	3	4	5	138.	Designs a system for public recognition of outstanding student achievements.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	139.	Selects optimal methods to maximize student participation in student activities.	1	2	3	4	5
1	2	3	4	5	140.	Works with counseling staff to provide adequate educational and occupational information.	1	2	3	4	5
1	2	3	4	5	141.	Collects information from staff regarding the adequacy of current budget allocations.	1	2	3	4	5
1	2	3	4	5	142.	Judges pupil personnel service program objectives against results of outcome measurements.	1	2	3	4	5
1	2	3	4	5	143.	Periodically evaluates prospective employee selection methods.	1	2	3	4	5
1	2	3	4	5	144.	Appoints subject matter area committee to review system and school goals to assess their compatibility.	1	2	3	4	5
1	2	3	4	5	145.	Obtains information on teachers' knowledge of student rights and responsibilities.	1	2	3	4	5
1	2	3	4	5	146.	Presents instructional and teaching effectiveness evaluation plans to teachers for their approval.	1	2	3	4	5
1	2	3	4	5	147.	Determines most appropriate staff members to work with community service agencies.	1	2	3	4	5
1	2	3	4	5	148.	Identifies training materials and resources to facilitate staff training.	1	2	3	4	5
1	2	3	4	5	149.	Discusses possible involvement in the school's programs with parents.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	150.	Discusses with teachers and other staff all line items in authorized budget.	1	2	3	4	5
1	2	3	4	5	151.	Appoints committee to develop in-service training programs based on staff needs.	1	2	3	4	5
1	2	3	4	5	152.	Designs system for collecting data on condition of physical plant to be used in making recommendations to superintendent.	1	2	3	4	5
1	2	3	4	5	153.	Establishes a library containing professional literature for faculty.	1	2	3	4	5
1	2	3	4	5	154.	Invites parents and community members to contribute voluntary services to the school.	1	2	3	4	5
1	2	3	4	5	155.	Appoints faculty committee to make recommendations concerning desired system-wide goals.	1	2	3	4	5
1	2	3	4	5	156.	Identifies and defines school problems by meeting with parents.	1	2	3	4	5
1	2	3	4	5	157.	Plans system for principal-parent conferences to discuss student progress and/or problems.	1	2	3	4	5
1	2	3	4	5	158.	Contrasts standardized achievement test data against instructional objectives of the school.	1	2	3	4	5
1	2	3	4	5	159.	Discusses the use of purchase order forms with teachers and other staff.	1	2	3	4	5
1	2	3	4	5	160.	Identifies community members and representatives of employment organizations to talk to students about various occupational and/or educational opportunities.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	161.	Evaluates effectiveness of currently used methods of communicating information about school programs and activities to parents and community.	1	2	3	4	5
1	2	3	4	5	162.	Compares teachers' instructional practices to teachers' lesson plans.	1	2	3	4	5
1	2	3	4	5	163.	Schedules parent-teacher conferences to discuss student evaluation methods and results with parents.	1	2	3	4	5
1	2	3	4	5	164.	Schedules an "open house" day for parents, students, and interested community members.	1	2	3	4	5
1	2	3	4	5	165.	Compares results of curriculum evaluation to school objectives.	1	2	3	4	5
1	2	3	4	5	166.	Structures specific orientation program objectives.	1	2	3	4	5
1	2	3	4	5	167.	Plans for individualized instructional programs.	1	2	3	4	5
1	2	3	4	5	168.	Identifies available resources for developing a counseling program.	1	2	3	4	5
1	2	3	4	5	169.	Informs local civic organizations and clubs about the school, its students, and programs.	1	2	3	4	5
1	2	3	4	5	170.	Discusses school and system-wide policies related to student rights at faculty meetings.	1	2	3	4	5
1	2	3	4	5	171.	Conducts survey of current school instructional evaluation practices.	1	2	3	4	5
1	2	3	4	5	172.	Formulates new educational program with staff in regular meetings.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	173.	Secures copy of State Dept. of Education handbook specifying bookkeeping and accounting systems.	1	2	3	4	5
1	2	3	4	5	174.	Plans in-service program for teachers on the diagnosis of student behavior problems.	1	2	3	4	5
1	2	3	4	5	175.	Adjusts total budget to accommodate instructional materials and equipment purchases.	1	2	3	4	5
1	2	3	4	5	176.	Evaluates effectiveness of the counseling staff and services.	1	2	3	4	5
1	2	3	4	5	177.	Provides facilities and equipment for counseling services.	1	2	3	4	5
1	2	3	4	5	178.	Assesses the degree to which various training programs increase teachers' understanding and use of instructional media.	1	2	3	4	5
1	2	3	4	5	179.	Collects information on a variety of disciplinary strategies.	1	2	3	4	5
1	2	3	4	5	180.	Notifies concerned persons of scheduled times for evaluation conferences.	1	2	3	4	5
1	2	3	4	5	181.	Monitors implementation of testing program.	1	2	3	4	5
1	2	3	4	5	182.	Formulates student performance criteria with teachers using standardized test results.	1	2	3	4	5
1	2	3	4	5	183.	Formally evaluates school programs using outside accrediting agencies (e.g., Southern Association)	1	2	3	4	5
1	2	3	4	5	184.	Plans purchasing system for school.	1	2	3	4	5
1	2	3	4	5	185.	Discusses pupil personnel problems with parents.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	186.	Devises methods for the early recognition of pupil problems.	1	2	3	4	5
1	2	3	4	5	187.	Calls homes to inquire about absent children.	1	2	3	4	5
1	2	3	4	5	188.	Reviews student cumulative records to determine where curriculum modification is needed.	1	2	3	4	5
1	2	3	4	5	189.	Collects data on the appropriateness of the various instruments included in the testing program.	1	2	3	4	5
1	2	3	4	5	190.	Plans awards assembly and/or program.	1	2	3	4	5
1	2	3	4	5	191.	Discusses legal mandates affecting school operations with staff.	1	2	3	4	5
1	2	3	4	5	192.	Outlines self-evaluation procedures to be used during the course of in-service training.	1	2	3	4	5
1	2	3	4	5	193.	Selects most appropriate methods of disseminating information about school programs and activities to parents and community.	1	2	3	4	5
1	2	3	4	5	194.	Encourages staff recognition of students by commending student achievements via intercom, bulletin board displays, etc.	1	2	3	4	5
1	2	3	4	5	195.	Discusses with students their instructional objectives.	1	2	3	4	5
1	2	3	4	5	196.	Determines allocation of funds based on school program area needs.	1	2	3	4	5
1	2	3	4	5	197.	Checks student attendance data each day.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	198.	Maintains public displays (shop windows, bulletin boards, etc.) to inform community members about school activities and events.	1	2	3	4	5
1	2	3	4	5	199.	Suggests teachers have students periodically evaluate the meaning of a particular learning experience.	1	2	3	4	5
1	2	3	4	5	200.	Discusses with teachers students' informal evaluation of instructional objectives.	1	2	3	4	5
1	2	3	4	5	201.	Identifies ways to modify school goals in order to make them compatible with system goals.	1	2	3	4	5
1	2	3	4	5	202.	Assesses effectiveness of various school activities.	1	2	3	4	5
1	2	3	4	5	203.	Collects information on data needed for internal accounting purposes.	1	2	3	4	5
1	2	3	4	5	204.	Disseminates information about student achievements to the local community.	1	2	3	4	5
1	2	3	4	5	205.	Makes visits to other schools to observe teaching practices.	1	2	3	4	5
1	2	3	4	5	206.	Collects information from community on learner needs.	1	2	3	4	5
1	2	3	4	5	207.	Assesses the effect of employee selection methods on the school's operation.	1	2	3	4	5
1	2	3	4	5	208.	Assesses extent to which identified school problems are considered in long range system plans.	1	2	3	4	5
1	2	3	4	5	209.	Explains rate and hour compensation requirements to non-certified staff.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	210.	Encourages staff to plan field trips to local businesses and surrounding educational institutions.	1	2	3	4	5
1	2	3	4	5	211.	Matches teacher qualifications with curriculum committee responsibilities.	1	2	3	4	5
1	2	3	4	5	212.	Employs specialists to lead in-service training in curriculum design for teachers.	1	2	3	4	5
1	2	3	4	5	213.	Evaluates the attainment of orientation program objectives.	1	2	3	4	5
1	2	3	4	5	214.	Works with staff in providing individual student counseling concerning occupational and educational curricula.	1	2	3	4	5
1	2	3	4	5	215.	Determines most appropriate methods for orienting parents and students to the school.	1	2	3	4	5
1	2	3	4	5	216.	Collects information about staff's awareness of and particiaption in professional organizations.	1	2	3	4	5
1	2	3	4	5	217.	Assigns staff members specific orientation program responsibilities.	1	2	3	4	5
1	2	3	4	5	218.	Schedules curriculum committee meetings to design ways in which instructional material may be used.	1	2	3	4	5
1	2	3	4	5	219.	Evaluates contributions of subject matter specialists by surveying teachers' opinions.	1	2	3	4	5
1	2	3	4	5	220.	Plans for instructional materials and equipment purchases on a rotating basis for each academic area.	1	2	3	4	5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	221.	Determines most important pupil personnel services to be offered to students.	1	2	3	4	5
1	2	3	4	5	222.	Periodically reviews teachers' lesson plans to assess their compatibility with system instructional goals.	1	2	3	4	5
1	2	3	4	5	223.	Collects data on frequency of occurrence of particular pupil problems needing solution.	1	2	3	4	5
1	2	3	4	5	224.	Develops plan for organizing extra-curricular activities program.	1	2	3	4	5
1	2	3	4	5	225.	Collects literature on various effective methods of instruction.	1	2	3	4	5
1	2	3	4	5	226.	Surveys parental and student opinions when planning new educational programs.	1	2	3	4	5
1	2	3	4	5	227.	Discusses student evaluation procedures at teacher meetings.	1	2	3	4	5
1	2	3	4	5	228.	Selects appropriate methods for increasing teachers' understanding and interpretation of information in student cumulative records.	1	2	3	4	5
1	2	3	4	5	229.	Structures priorities for in-service training using needs assessment data.	1	2	3	4	5
1	2	3	4	5	230.	Assesses the effectiveness of training methods used for assisting teachers in attaining instructional objectives.	1	2	3	4	5
1	2	3	4	5	231.	Gathers lists of curriculum change priorities from teachers.	1	2	3	4	5

FREQUENCY (NEVER 1 2 3 4 5 VERY OFTEN)		EFFECTIVENESS (INEFFECTIVE 1 2 3 4 5 VERY EFFECTIVE)
1 2 3 4 5	232. Requires leadership staff to delineate responsibilities and duties to their personnel.	1 2 3 4 5
1 2 3 4 5	233. Periodically assesses the degree to which bookkeeping and accounting systems are consistent with State Department of Education requirements.	1 2 3 4 5
1 2 3 4 5	234. Schedules times for both individual and group in-service training.	1 2 3 4 5
1 2 3 4 5	235. Requires teachers to periodically review student cumulative records.	1 2 3 4 5
1 2 3 4 5	236. Considers student differences when assigning teachers to classes.	1 2 3 4 5
1 2 3 4 5	237. Establishes discretionary fund for use in student activities program.	1 2 3 4 5
1 2 3 4 5	238. Discusses internal accounting responsibilities with office personnel.	1 2 3 4 5
1 2 3 4 5	239. Identifies alternative ways of evaluating instructional programs.	1 2 3 4 5
1 2 3 4 5	240. Plans with teachers the development of student interest oriented programs.	1 2 3 4 5
1 2 3 4 5	241. Works with curriculum committee to establish evaluation procedures for new materials.	1 2 3 4 5
1 2 3 4 5	242. Schedules teacher meetings to work out a mutually agreed upon prioritized list of curriculum changes.	1 2 3 4 5
1 2 3 4 5	243. Designs a system for collecting data on compatibility of system-wide and school goals.	1 2 3 4 5

FREQUENCY							EFFECTIVENESS				
NEVER				VERY OFTEN			INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	244.	Assigns library and/or audio-visual personnel in the school to assist in training teachers in the use of media.	1	2	3	4	5
1	2	3	4	5	245.	Plans budget on projected needs data obtained from staff.	1	2	3	4	5
1	2	3	4	5	246.	Publishes a list of available educational media to facilitate educational practices.	1	2	3	4	5
1	2	3	4	5	247.	Evaluates implementation of legal mandates in consultation with school staff.	1	2	3	4	5
1	2	3	4	5	248.	Collects data to document needed items in budget.	1	2	3	4	5
1	2	3	4	5	249.	Identifies resources to facilitate the solution of pupil personnel problems.	1	2	3	4	5
1	2	3	4	5	250.	Periodically evaluates the adequacy of budgeted allocations related to school, staff, and student needs.	1	2	3	4	5
1	2	3	4	5	251.	Assesses the extent to which system-wide goals are operationalized in the school.	1	2	3	4	5
1	2	3	4	5	252.	Chooses the most appropriate methods for encouraging staff to recognize and commend student accomplishments.	1	2	3	4	5
1	2	3	4	5	253.	Writes job descriptions according to system guidelines.	1	2	3	4	5
1	2	3	4	5	254.	Obtains teacher feedback on the appropriateness and usefulness of student information system.	1	2	3	4	5

FREQUENCY						EFFECTIVENESS					
NEVER				VERY OFTEN				INEFFECTIVE			VERY EFFECTIVE
1	2	3	4	5	255.	Discusses with current teachers progress of his former students.		1	2	3	4	5
1	2	3	4	5	256.	Plans in-service sessions to inform responsible staff of State Department guidelines affecting the school's bookkeeping and accounting system.		1	2	3	4	5
1	2	3	4	5	257.	Determines area in which existing programs are not meeting needs of consistently failing students.		1	2	3	4	5
1	2	3	4	5	258.	Appoints joint teacher-student committee to evaluate school activities program.		1	2	3	4	5
1	2	3	4	5	259.	Schedules student evaluation conferences.		1	2	3	4	5
1	2	3	4	5	260.	Schedules time and place for orientation program.		1	2	3	4	5
1	2	3	4	5	261.	Contrasts standardized test results with teachers' judgments.		1	2	3	4	5
1	2	3	4	5	262.	Assesses the extent to which teachers' actions reflect their understanding of student rights and responsibilities.		1	2	3	4	5
1	2	3	4	5	263.	Periodically assesses changes made by teachers in their classroom learning environments.		1	2	3	4	5
1	2	3	4	5	264.	Appoints an advisory committee to identify school problems.		1	2	3	4	5
1	2	3	4	5	265.	Selects appropriate methods for involving teachers in the evaluation of school operations.		1	2	3	4	5
1	2	3	4	5	266.	Plans in-service programs with staff to discuss recent relevant research findings.		1	2	3	4	5

FREQUENCY						EFFECTIVENESS				
NEVER				VERY OFTEN		INEFFECTIVE				VERY EFFECTIVE
1	2	3	4	5	267. Assesses the degree to which the curriculum is individualized.	1	2	3	4	5
1	2	3	4	5	268. Evaluates effectiveness of different methods used to communicate occupational and educational information.	1	2	3	4	5
1	2	3	4	5	269. Decides on most effective methods to be used in improving teacher instructional problem-solving skills.	1	2	3	4	5
1	2	3	4	5	270. Surveys student opinion of student activities program.	1	2	3	4	5
1	2	3	4	5	271. Plans in-service training for interpretation of evaluation data with teachers and counselors.	1	2	3	4	5
1	2	3	4	5	272. Designs a system for assessing existing school problems.	1	2	3	4	
1	2	3	4	5	273. Prepares projected school budget based on examination of previous expenditures and anticipated needs consistent with legal requirements.	1	2	3	4	5

PRINCIPAL PERFORMANCE DESCRIPTION SURVEY

EXTERNAL OBSERVER FORM-II

(141 Items)

EXTERNAL OBSERVATION INVENTORY

Plant - Facility Maintenance

ITEM #

1. Maintains permanent records of school improvements made.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd

2. Maintains maintenance records.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd

3. Evaluates general level of school plant cleanliness through daily inspection.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd

4. Designs system for collecting data on condition of physical plant to be used in making recommendations to superintendent.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd

EXTERNAL OBSERVATION INVENTORY

Attendance

ITEM #

5. Calls homes to inquire about absent children.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

6. Checks student attendance data each day.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

7. Evaluates relationship of school attendance and achievement.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal	Input	P	Pd

EXTERNAL OBSERVATION INVENTORY

Personnel Staff

ITEM #

8. Identifies relevant evaluation data to be collected by working with guidance personnel.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

9. Identifies training materials and resources to facilitate staff training.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

10. Explains rate and hour compensation requirements to non-certified staff.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

11. Selects appropriate methods for involving teachers in the evaluation of school operations.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

12. Selects from available classroom observation instruments those best fitting the purposes of teacher observations.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Personnel Staff

ITEM #

13. Writes job descriptions according to system guidelines.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

14. Assesses the effect of employee selection methods on the school's operation.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

15. Assesses effectiveness of methods used for increasing staff's professional identification and development.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

16. Assesses the extent to which teachers' actions reflect their understanding of student rights and responsibilities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

17. Works with counseling staff to provide adequate educational and occupational information.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Personnel Staff

ITEM #

18. Works with counselors to specify objectives of the counseling program.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

19. Works with pupil personnel staff in collecting student interest data.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

20. Assigns head counselor responsibility for collecting student follow-up data.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

21. Evaluates effectiveness of the counseling staff and services.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

22. Determines which teachers need to meet with subject matter specialists.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

Personnel Staff

ITEM #

23. Requires leadership staff to delineate responsibilities and duties to their personnel.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

24. Evaluates extent to which staff implement their decision-making responsibilities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

25. Periodically evaluates prospective employee selection methods.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Student Cumulative Records

ITEM #

26. Reviews student cumulative records to determine where curriculum modification is needed.

NA	A	System Does Yes	System Does No	Required Yes	Required No	Source	Informal Input	P	Pd.

27. Selects appropriate methods for increasing teachers' understanding and interpretation of information in student cumulative records.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

28. Reviews each student folder to determine if pertinent material has been entered into record.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

29. Obtains teacher feedback on the appropriateness and usefulness of student information system.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

30. Designs record keeping forms with pupil personnel staff.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Discipline

ITEM #

31. Collects information on a variety of disciplinary strategies.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

32. Collects data on frequency of occurrence of particular pupil problems needing solution.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

33. Devises methods for the early recognition of pupil problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

34. Designs specific strategies for handling frequently occurring discipline problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

35. Determines relative importance of particular pupil personnel problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Discipline

ITEM #

36. Assesses degree to which staff training has resulted in the reduction of the frequency of particular pupil personnel problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	____	_____	___	___	___

EXTERNAL OBSERVATION INVENTORY

Curriculum

ITEM #

37. Observes exemplary instructional evaluation systems at other schools.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

38. Identifies alternative ways of evaluating instructional programs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

39. Plans for individualized instructional programs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

40. Plans curriculum based on new research evidence reported in professional literature.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

41. Decides on appropriate allocation of time in school day for various subject matter areas.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Curriculum

ITEM #

42. Assesses the degree to which the curriculum is individualized.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

43. Systematically evaluates teacher instructional problem-solving skills.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

44. Compares results of curriculum evaluation to school objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

45. Contrasts standardized achievement test data against instructional objectives of the school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

46. Evaluates curriculum effectiveness using standardized test results.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Curriculum

ITEM #

47. Compares results of school, city, and state testing programs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

48. Formally evaluates school programs using outside accrediting agencies (e.g., Southern Association).

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

49. Evaluates new materials and methods being used in other system through observation.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

50. Evaluates the effects of parent, student, and teacher input in designing educational programs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

51. Assesses the effectiveness of training methods used for assisting teachers in attaining instructional objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Curriculum

ITEM #

52. Assesses the degree to which various training programs increase teachers' understanding and use of instructional media.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Student Needs Assessment

ITEM #

53. Identifies diagnostic and educational achievement tests currently being used in schools.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

54. Reviews professional literature to learn about methods for working with the consistently failing student.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

55. Collects data on the appropriateness of the various instruments included in the testing program.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

56. Plans an assessment system for the identification of consistently failing students.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

57. Determines areas in which existing programs are not meeting needs of consistently failing students.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Student Needs Assessment

ITEM #

58. Identifies available resources for developing a counseling program.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

59. Identifies resources to facilitate the solution of pupil personnel problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

60. Plans an adequate testing program with counseling staff.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

61. Develops plan for organizing extra-curricular activities programs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

62. Identifies community members and representatives of employment organizations to talk to students about various occupational and/or educational opportunities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Student Needs Assessment

ITEM #

63. Designates central location in the school for the collection of occupational and educational information files.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

64. Schedules student evaluation conferences.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

65. Designs a system for public recognition of outstanding student achievements.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

66. Plans special programs based on data collected in student special needs assessment.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

67. Organizes intramural sports program with responsible staff.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Student Needs Assessment

ITEM #

68. Determines most important pupil personnel services to be offered to students.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

69. Determines counseling program needs on the basis of needs assessment data.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

70. Selects optimal methods to maximize student participation in student activities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

71. Decides which school activities can most benefit from his personal attendance and support.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

72. Selects most appropriate methods to commend student academic achievements.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Student Needs Assessment

ITEM #

73. Determines most appropriate student self-evaluation methods to be used in school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

74. Provides facilities and equipment for counseling services.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

75. Assesses effectiveness of various school activities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

76. Evaluates quality of supervision of student activities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

77. Evaluates effectiveness of pupil personnel services program organization.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Student Needs Assessment

ITEM #

78. Evaluates products of various student organizations and services.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

79. Evaluates effectiveness of different methods used to communicate occupational and educational information.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

80. Evaluates effectiveness of various student self-evaluation methods being used in school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

81. Judges pupil personnel service program objectives against results of outcome measurements.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

82. Identifies community services that can assist the consistently failing student.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

School-Community

ITEM #

83. Formally surveys community opinion towards all aspects of the school's programs and curriculum.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

84. Collects information from community on learner needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

85. Collects suggestions from businesses and community sources on modifying curriculum content.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

86. Encourages community participation in school evaluation activities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

87. Requests parents to serve on curriculum committee.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

School-Community

ITEM #

88. Collects information about community service agencies likely to provide relevant school input.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

89. Schedules an "open house" day for parents, students and interested community members.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

90. Discusses pupil personnel problems with parents.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

91. Discusses possible involvement in the school's programs with parents.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

92. Notifies concerned persons of scheduled times for evaluation conferences.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

School-Community

ITEM #

93. Disseminates information about student achievements to the local community.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

94. Evaluates joint school-community service agency programs developed to meet students' special needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

95. Surveys parent and community knowledge about school programs and activities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

96. Plans system for principal-parent conferences to discuss student progress and/or problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

97. Invites parents and community members to contribute voluntary services to the school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

School-Community

ITEM #

98. Informs local civic organizations and clubs about the school, its students, and programs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

99. Decides most appropriate school program and activity information to be communicated to parents and community.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

100. Selects most appropriate methods of disseminating information about school programs and activities to parents and community.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

101. Maintains public displays (shop windows, bulletin boards, etc.) to inform community members about school activities and events.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

102. Evaluates effectiveness of currently used methods of communicating information about school programs and activities to parents and community.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

EXTERNAL OBSERVATION INVENTORY

School-Community

ITEM #

103. Identifies and defines school problems by meeting with parents.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Miscellaneous

ITEM #

104. Collects information on new research and methods in education.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

105. Surveys existing data reporting procedures and requirements.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

106. Determines relevant evaluation data to be interpreted.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

107. Determines most appropriate methods for orienting parents and students to the school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

108. Evaluates the attainment of orientation program objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Miscellaneous

ITEM #

109. Design a system for assessing existing school problems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

System Goals and Policies

ITEM #

110. Decides which school policy areas are of legitimate staff concern.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

111. Compares the results of teacher evaluation of the school's operation to the educational goals of the system.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

112. Assesses the extent to which staff's actions reflect their understanding of system policies and priorities.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

113. Schedules time and place for orientation program.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

114. Structures specific orientation program objectives.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

ITEM #

115. Plans for the implementation of legal mandates.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

116. Decides which areas of the school's operations are most affected by particular legal mandates.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

117. Conducts in-house evaluation of compliance with legal mandates.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

118. Identifies ways to modify school goals in order to make them compatible with system goals.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

119. Collects suggestions from community for designing system-wide goals.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	_____	___	_____

EXTERNAL OBSERVATION INVENTORY

System Goals and Policies

ITEM #

120. Designs a system for collecting data on compatibility of system-wide and school goals.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

121. Decides which areas of school program need modification in light of board of education recommendations.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

122. Employs consultant to assist in implementing program changes recommended by board of education.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

123. Assesses extent to which identified school problems are considered in long range system plans.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

124. Assesses the extent to which system-wide goals are operationalized in the school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Financial Information

ITEM #

125. Delegates authority to clerk for maintaining financial records and implementing accounting procedures.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

126. Collects information on data needed for internal accounting purposes.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

127. Secures copy of State Department of Education handbook specifying bookkeeping and accounting systems.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

128. Plans for instructional materials and equipment purchases on a rotating basis for each academic area.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

129. Plans purchasing system for school.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Financial Information

ITEM #

130. Discusses internal accounting responsibilities with office personnel.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

131. Decides on methods for collecting and recording data needed for financial reports.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

132. Adjusts total budget to accommodate instructional materials and equipment purchases.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

133. Prioritizes student activities based on available financial support.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

134. Selects most qualified person to assume authority for internal accounting system.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

Financial Information

ITEM #

135. Determines allocation of funds based on school program area needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

136. Utilizes State Department of Education requirements when reviewing all bookkeeping and financial reports.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

137. Prepares projected school budget based on examination of previous expenditures and anticipated needs consistent with legal requirements.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

138. Establishes discretionary fund for use in student activities program.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

139. Periodically evaluates the adequacy of budgeted allocations related to school, staff, and student needs.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.

EXTERNAL OBSERVATION INVENTORY

Financial Information

ITEM #

140. Periodically assesses the degree to which bookkeeping and accounting systems are consistent with State Department of Education requirements.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	____	___	_____

141. Evaluates school activities based on a "cost benefit" analysis.

NA	A	System Does? Yes	System Does? No	Required Yes	Required No	Source	Informal	Input	P	Pd.
___	___	___	___	___	___	_____	_____	____	___	_____

APPENDIX J

SUMMARIES OF PRINCIPAL PERFORMANCE DESCRIPTION SURVEY - PRINCIPAL, TEACHER, AND EXTERNAL OBSERVER FORM FACT VALIDATION RESEARCH RESULTS*

*See Appendix Index on next page

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Functional Area Category Titles (FACTs) as Excerpted from the Original 80 Verified Principal Performance Statements Surviving a Georgia Statewide Survey with 290 School Principals

Functional Area of Administrative Responsibility

CURRICULUM AND INSTRUCTION

FACT Number	FACT Statement
1	Student Interests and the Design of Curriculum
2	Curriculum Committees and the Use of Instructional Materials
3	Student Differences and the Development of Instructional Materials
4	Teachers and the Design of Instructional Evaluation Methods
5	Standardized Instruments and the Evaluation of Educational Program
6	Diagnostic and Educational Achievement Testing Program
7	Assessment of Teaching Method Effectiveness
8	Staff Organization and Curriculum Organization
9	Teacher Instructional Problem Solving Skills
10	Teacher Evaluation of Classroom Instruction Climate
11	Consistently Failing Students in Regular Classrooms and Alternatives
12	Student Needs and Curriculum Design
13	External Evaluation of School Curriculum Program
14	Teachers and the Design of Classroom Learning Environments
15	Professional Literature Utilization and Educational Program Design
16	Evaluation of Students Progress Toward Instructional Objectives
17	Teachers and Student Academic Performance Criteria

CURRICULUM AND INSTRUCTION

FACT Number	FACT Statement
18	Parent, Teacher, and Student Input and Educational Program Design
19	Teacher Input and the Design of Curricula
20	Modification of Curriculum Content and Organization
21	Assessment of Curriculum Effectiveness

STAFF PERSONNEL

22	Lower Staff Decision-Making and Organizational Responsibility
23	Observation of Classroom Teaching Practices
24	Staff Recognition and Commendation of Student Accomplishments
25	Teacher Understanding of Students and Student Cumulative Records
26	Teacher Evaluation of School Operation
27	Teacher Use of Instructional Media
28	Staff Participation in School Policy Decision-Making
29	Staff and the Interpretation of System Policies and Priorities
30	Teachers and the Development of Instructional Practices
31	Staff Evaluation and In-Service Training
32	Staff Salary Schedule Interpretation
33	Employee Selection and Employee Guidelines
34	Teachers and Student Rights and Responsibilities
35	Staff Professional Identification and Development

PUPIL PERSONNEL

FACT Number	FACT Statement
36	Parents, Teachers, and Counselors and the Interpretation of Student Evaluations
37	Pupil Personnel Services and Problems Needing Solution
38	Student Activities Program Evaluation
39	Informal Principal-Student Interaction
40	Professionally Staffed Student Counseling Program
41	Student Follow-up Information and Pupil Personnel Services
42	Student Attendance
43	Program for Students' Special Needs and Community Service Agencies
44	Effectiveness of Pupil Personnel Services
45	Principal Participation and Attendance at School Activities
46	Student Accounting and Attendance
47	Student Self-Evaluation
48	Organization of Pupil Personnel Services
49	Student Cumulative Records
50	Student Information System and Pupil Personnel Services
51	Student Occupational and Educational Information and External Sources
52	Commendation of Student Academic Projects
53	Pupil and Parent Orientation to the School
54	Principal Involvement in Student Discipline

SUPPORT MANAGEMENT

55	School Staff and Information About Legal Mandates
56	Inspection of School Plant Facilities

SCHOOL-COMMUNITY INTERFACE

FACT Number	FACT Statement
57	Communication with Parents and Local Community

FISCAL MANAGEMENT

58	Required Governmental Financial Reports
59	Financial Resources and Staffing Needs
60	Recommendations for Improvement of Physical Facilities
61	Budgetary Limits and Instructional Materials and Equipment
62	Legally Required Budgets
63	Authorized Board of Education Budgets and the Purchase of Services and Materials
64	Superintendent and Fiscal Audit Information
65	Budgetary Guidelines and School Activities
66	School Budget and Legal Requirements
67	Financial Reports and Legal Guidelines
68	State Department of Education Requirements for Bookkeeping and Accounting
69	Delegation of Authority for Internal Accounting

SYSTEM-WIDE POLICIES & OPERATIONS

70	Superintendent and School Staff Tenure/Dismissal
71	Organization of School Staff and System Educational Goals
72	Board of Education Recommendations and the Revision of Educational Plans
73	Compatibility of System and School Goals and Objectives
74	Staff Decision-Making Responsibilities
75	Superintendent and Recommendations for Physical Facility Improvement

SYSTEM-WIDE POLICIES AND OPERATIONS

FACT Number	FACT Statement
76	System Assigned Subject Matter Specialists
77	Superintendent and Recommendations Concerning Prospective Employees
78	School Board Policies and School Personnel
79	Superintendent and Planning System Educational Goals
80	Long Range System Planning and Current School Problems

TABLE A

Intercorrelation Between Principal Performance Description Survey - Principal Form I FACTS (Frequency Ratings) and School Survey Factors, Iowa Tests of Basic Skills (ITBS) Battery Total and ADA for 36 Elementary Schools

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
1 (3)[1]	.15	.18	-.14	-.05	.21	.26	.07	-.10	.27	-.15	.11	.03	-.02	.36*	.26	.16
2 (4)	.07	.06	-.11	.03	.04	.14	-.04	-.17	.12	-.16	-.10	-.07	-.03	.12	.07	-.08
3 (8)	.08	.24	.07	-.02	.16	.19	.10	.04	.19	-.09	.06	.07	.01	.04	.23	-.03
4 (6)	-.11	.03	-.19	-.17	-.18	.08	-.12	-.41*	.01	-.22	-.12	-.18	-.10	.03	-.03	.11
5 (1)	-.11	.13	-.21	.09	.04	.15	.08	-.21	.08	-.22	-.16	-.11	-.06	-.14	.09	.20
6 (4)	.08	.05	-.28*	-.04	.01	.22	.11	-.21	.21	-.20	-.04	-.04	-.06	.27	.19	.08
7 (3)	.06	.07	-.12	.08	.19	.16	.11	-.14	.14	-.14	.08	-.13	.00	.17	.00	.01
8 (4)	.26	.27	-.05	.10	.16	.30*	.17	-.10	.34*	-.07	.19	-.04	-.03	.24	.25	.19
9 (3)	-.04	-.02	-.16	-.14	.02	-.02	-.11	-.33*	.08	-.30*	-.12	.24	-.15	.21	-.11	.03
10 (2)	.12	-.06	-.11	.01	-.15	-.05	-.02	-.18	.18	-.08	-.09	-.13	.06	.28*	.00	-.00
11 (4)	-.10	-.06	-.23	-.29*	-.16	.14	-.02	-.28*	-.08	-.31*	-.09	-.10	-.16	.03	.13	.21
12 (5)	-.07	-.04	-.20	-.14	-.09	.05	-.16	.15	-.02	-.13	.07	.04	-.06	.05	.07	.04
14 (3)	-.07	.13	.03	.17	.03	-.11	-.16	-.30*	.00	-.25	-.12	-.34*	-.17	-.01	-.18	.04

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE A (cont.)

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
16 (5)[1]	.08	-.07	.30*	-.17	-.06	.19	.01	-.19	.20	-.16	-.05	.02	-.03	.23	.05	.07
17 (7)	.14	-.03	-.19	-.21	.05	.01	-.12	-.08	.05	.22	-.06	-.04	.08	.04	.02	.21
18 (4)	.07	-.05	.29*	-.06	-.06	.22	.05	-.17	.17	-.23	.09	-.01	.09	.19	.21	.18
19 (2)	-.23	.15	.07	-.04	.03	.01	.10	-.25	.12	-.23	-.20	-.13	-.20	-.25	-.17	.12
20 (7)	.14	.08	-.19	.06	.00	.23	.06	-.12	.23	-.10	.02	.03	-.03	.25	.02	.15
21 (1)	-.08	.12	-.02	-.02	.05	.20	-.05	-.20	.07	-.08	-.21	-.17	-.15	-.04	.07	.07
22 (9)	-.06	-.16	-.35*	-.01	-.17	-.06	-.14	-.23	-.02	-.25	.01	-.14	-.17	.09	.04	.09
23 (1)	-.02	-.08	-.11	-.12	.03	.02	-.02	-.24	.08	-.36*	.04	-.20	-.12	.22	.13	.07
24 (1)	.34*	.32*	.24	.13	.30*	.41*	.31*	.36*	.31*	.16	.34*	.37*	.34*	.27	.42*	.26
25 (10)	-.02	-.02	-.33*	-.07	-.11	.10	.08	-.36*	.05	-.26	-.11	-.12	-.16	.10	.07	.18
26 (1)	-.02	.17	.00	.17	.00	.19	.05	-.17	-.00	-.10	.00	-.04	-.13	-.11	.21	.23
29 (4)	.02	-.02	-.23	-.15	.05	.07	-.04	-.20	.07	-.33	-.06	-.06	-.07	.23	.13	.16
30 (9)	.02	.11	-.05	.12	.19	.03	-.03	-.11	.12	-.24	-.05	-.01	-.04	.02	-.04	-.02

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE A (cont.)

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
31 (4)[1]	.17	.08	-.19	.09	.10	.20	.18	-.23	.25	-.08	.01	-.04	-.07	.23	.16	.20
32 (2)	.06	-.00	-.25	-.04	.01	.21	.06	-.11	.08	-.22	-.08	.05	-.08	-.07	.28*	.14
33 (7)	.05	-.13	-.27	-.05	-.01	.09	-.06	-.14	.20	.22	-.07	-.09	-.13	.19	.19	-.17
34 (2)	.01	-.07	-.27	-.07	.12	.10	-.02	-.25	.11	-.21	-.13	-.24	-.19	.19	.13	-.08
35 (6)	-.03	.05	-.09	.18	-.15	-.21	-.14	-.25	.02	-.29*	-.10	.16	.14	.02	-.21	.06
36 (2)	.13	-.04	-.34*	-.22	-.01	.16	.08	-.21	.19	-.19	.07	-.02	.04	.40	.17	.14
37 (2)	-.10	.08	-.20	.03	.07	.13	.10	-.21	-.02	-.24	-.17	-.10	-.07	-.04	.05	-.03
39 (4)	.07	.18	-.08	.13	.10	.21	.13	-.05	.19	-.06	-.00	.01	.06	.03	.20	.02
42 (3)	.11	.14	.02	.04	-.01	.11	-.04	-.16	.17	-.11	.03	-.12	-.06	.16	.05	.19
43 (1)	.25	.13	-.12	-.02	.19	.39*	.17	-.04	.26	-.11	.10	.05	.01	.36*	.33*	.07
45 (4)	.20	.36*	.10	.25	.07	.24	.27	.02	.35*	.04	.42*	.11	.13	.29	.42*	.27
46 (9)	.13	.20	.12	.16	-.02	.15	-.03	-.08	.23	.12	.05	.06	.17	.02	.07	.04
49 (8)	.10	-.14	-.35*	-.24	-.15	.12	.02	-.31*	.15	-.19	.11	-.11	-.06	.30*	.10	.11
50 (11)	.03	-.06	-.25	-.15	-.12	.14	.04	-.34*	.07	-.20	-.10	-.19	-.12	.20	.13	.25

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p < .05$)

TABLE A (cont.)

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
51 (1)[1]	-.07	.02	-.04	.04	-.08	.02	-.04	-.21	-.14	-.17	-.11	-.13	-.15	-.11	.20	.33*
54 (16)	-.17	-.05	-.10	-.15	-.10	.02	-.08	-.32*	-.16	-.27	.17	-.24	-.15	-.05	.19	.17
55 (1)	-.08	-.11	-.24	-.27	-.13	-.04	-.15	-.31*	-.04	-.27	-.25	.12	.26	.08	.08	-.12
56 (7)	.32*	.30*	.09	.10	.14	.28*	.20	-.10	.33*	-.12	.15	.04	.05	.38*	.34*	.19
57 (6)	.08	-.02	-.25	-.24	-.10	.12	.09	-.22	.13	-.18	.08	-.08	-.11	.33	.16	.24
58 (10)	.05	.02	-.13	-.14	-.06	.13	.05	-.30*	.10	-.27	-.13	-.19	-.11	.26	.20	.22
59 (8)	.16	.02	-.19	-.03	.20	.18	.07	-.13	.19	-.22	-.01	-.06	-.18	.25	.23	-.03
60 (4)	.13	.09	-.13	.03	-.02	.10	-.01	-.24	-.19	-.20	.02	-.04	-.06	.20	.15	.21
61 (14)	-.00	.24	.00	.22	.20	.18	.12	-.05	.08	-.13	.15	-.08	-.09	-.02	.31*	.28*
62 (3)	.18	.06	-.06	-.10	.07	.20	.19	-.13	.17	-.04	.18	-.09	-.04	.43*	.34*	.19
63 (2)	.05	.06	-.01	-.06	-.05	.08	.10	-.28*	.07	-.13	.07	-.13	.16	.17	.11	.07
64 (9)	-.08	-.04	-.23	-.12	-.19	-.11	-.11	-.36*	.02	-.28*	-.06	.29*	.20	.17	.06	.12
65 (8)	-.04	-.22	-.36*	-.07	-.06	.11	-.15	.28*	.01	-.25	-.14	.15	.24	.01	.13	.04
66 (8)	.18	.10	-.08	-.02	.23	.29*	.18	-.12	.23	-.09	-.03	-.03	-.04	.36*	.32*	.10

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE A (cont.)

PPDS - Principal Form FACT NUMBER	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
67 (5)[1]	-.11	.08	-.03	.05	-.10	-.02	-.10	-.37*	-.05	-.19	.14	.30*	-.28*	-.05	.02	.15
68 (1)	.04	-.05	-.05	-.03	-.11	.07	.02	-.37*	-.01	-.21	.24	-.21	-.22	.06	.08	.24
69 (2)	.20	.35*	.28*	.13	.44*	.35*	.30*	.08	.24	.07	.07	.09	-.01	.15	.44*	.16
70 (8)	.14	-.04	-.16	-.14	.27	.21	.11	-.14	.23	-.25	-.08	.07	-.15	.45*	.25	.01
71 (3)	.14	.17	-.06	.16	.16	.15	.00	-.19	.21	-.19	-.06	.09	-.07	.19	.10	.09
72 (4)	.21	.09	-.21	-.04	.03	.23	.17	-.17	.33*	-.23	.02	.08	-.03	.35*	.26	.19
73 (5)	.17	.10	-.22	.06	.09	.22	.09	-.22	.26	-.17	-.01	-.08	-.14	.22	.13	.20
74 (5)	.17	-.03	-.22	-.06	.02	.19	.09	-.22	.19	-.11	-.01	-.03	-.05	.25	.09	.09
75 (7)	.03	.23	.06	.09	.09	.11	-.02	-.16	.01	-.29*	-.14	-.13	-.20	.08	.13	.15
76 (3)	-.03	.27	.07	.15	.04	.11	.02	-.31*	.03	-.16	-.15	-.25	-.09	-.06	-.06	.27
77 (6)	.19	.03	-.32*	.08	.03	.20	.11	-.15	.32*	-.08	.04	.08	-.03	.21	.21	-.05
78 (6)	-.06	-.03	-.27	-.10	.03	.10	-.06	-.26	-.02	-.23	-.09	-.12	-.08	.07	.18	.18
79 (3)	.17	.16	-.19	.00	.02	.18	.06	-.26	.24	-.06	.03	.02	.03	.26	.12	.05
80 (3)	-.16	-.10	-.30*	-.14	-.13	-.04	-.18	-.35*	-.05	-.29	-.17	-.13	-.24	.02	-.06	-.02

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE B

Intercorrelation Between Principal Performance Description Survey - Principal Form I
FACTS (Effectiveness Ratings) and School Survey Factors, Iowa Tests of Basic Skills (ITBS) Battery Total
and ADA for 36 Elementary Schools

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
1 (3)[1]	.26	.12	-.16	.04	.21	.33*	.15	-.02	.40*	-.09	.18	.22	.10	.45*	.32*	.15
2 (4)	.08	.00	-.09	.05	.09	.06	-.06	-.06	.17	.05	.01	.03	.16	.24	.09	-.24
3 (8)	.28*	.39*	.20	.22	.24	.47*	.37*	.19	.43*	.14	.24	.29*	.21	.15	.46*	.11
4 (6)	.02	.09	-.15	-.12	-.13	.16	-.02	-.34*	.17	-.09	-.01	-.03	-.00	.17	.07	.11
5 (1)	.09	.27	-.02	.16	.07	.27	.20	-.02	.14	-.05	.19	.14	.15*	.12	.19	.34*
6 (4)	.22	.23	-.04	.07	.12	.36*	.23	.01	.27	-.02	.18	.22	.17	.28*	.33*	.15
7 (3)	.22	.15	-.00	.15	.26	.30*	.22	-.02	.25	.06	-.05	.13	.14	.19	.06	.02
8 (4)	.33*	.29*	.04	.20	.21	.26	.19	-.01	.46*	-.03	.28*	.05	.03	.34*	.32*	.16
9 (3)	.01	.05	-.12	.02	-.03	-.03	-.08	-.37*	.14	-.24	-.14	-.17	-.13	.17	-.15	.04
10 (2)	.40*	.07	-.08	.07	-.13	.18	.20	-.02	.35*	.17	.05	.30*	.33*	.35*	.09	.10
11 (4)	.08	.03	-.14	-.27	-.14	.23	.07	-.17	.15	-.11	.03	.14	.05	.19	.22	.04
12 (5)	.06	.18	.03	.03	.09	.23	.00	.08	.12	.10	.10	.22	.14	.05	.20	.02
14 (3)	.03	.11	.01	.15	-.04	.04	.03	-.31*	.10	-.13	-.16	-.03	-.05	.03	-.13	.06

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE B (cont.)

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
16 (5)[1]	.10	.03	-.19	-.01	-.00	.17	.01	-.09	-.30*	.08	.11	.04	.06	.28*	.10	.01
17 (7)	.05	.16	.00	.04	.18	.21	.06	.09	.24	.02	.07	.08	.14	.10	.15	-.22
18 (4)	.14	-.15	-.22	-.04	-.04	.12	.01	-.13	.26	-.02	.07	.04	-.13	.32*	.21	.13
19 (2)	.02	.35*	.27	.24	.10	.25	.10	.05	.08	.12	.12	.11	.09	-.17	.13	.25
20 (7)	.36*	.14	-.07	.06	.07	.33*	.21	.02	.40*	.05	.08	.30*	.22	.34*	.12	.16
21 (1)	.03	.28	.20	.19	.14	.22	-.01	-.07	.20	.09	.00	-.12	-.05	.03	.13	.08
22 (9)	.08	-.14	-.30*	.13	-.17	.10	.06	-.08	.12	-.01	.05	.17	-.05	.03	.13	.08
23 (1)	.16	-.05	-.07	-.22	-.02	.20	,19	-.21	.17	-.05	.04	.10	.05	.25	.07	.16
24 (1)	.19	.24	.41*	.25	.13	.35*	.33*	.29*	.17	.44*	.17	.31*	.31*	.04	.18	.31*
25 (10)	-.03	.13	-.10	.12	.01	.15	.16	-.25	.09	-.12	-.00	-.03	-.10	.01	.11	.22
26 (1)	.14	.24	.14	.27	.02	.43*	.27	-.01	.10	.12	-.00	.19	-.01	.18	.26	.46*
29 (4)	.09	-.10	.29*	-.15	-.04	.04	.01	-.17	.24	-.23	.00	.11	.03	.34*	.14	.06
30 (9)	.08	.17	-.02	.15	.15	.18	.15	-.01	.25	-.04	.03	.18	.07	.02	.11	.00

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE B (cont.)

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
31 (4)[1]	.26	.08	-.07	.08	.08	.11	.14	-.20	.36*	-.05	.05	.04	-.06	.42*	.15	.12
32 (2)	.08	.14	.23	-.08	-.00	.23	.17	.01	.05	.10	.02	.13	.03	.01	.31*	.25
33 (7)	.04	-.16	-.30*	-.06	.02	.09	-.05	-.15	.24	-.24	-.09	-.03	-.09	.18	.11	-.20
34 (2)	.19	.03	-.13	.08	.29*	.25	.11	-.05	.31*	.03	-.01	.04	.00	.28	.19	-.14
35 (6)	.20	.26	.19	.41*	.10	.13	.13	.07	.19	.05	-.03	.29*	.12	-.07	-.02	.10
36 (2)	.23	-.05	.37*	-.19	.01	.22	.15	-.12	.31*	-.05	.12	.13	.15	.50*	.22	.04
37 (2)	.18	.16	-.06	.21	.06	.32*	.07	.01	.21	.14	.07	.21	.23	.05	.17	-.02
39 (4)	.14	.18	-.05	.07	.11	.29*	.21	-.02	.22	-.06	-.08	.20	.12	-.03	.22	.04
42 (3)	.29*	.16	.03	.15	.04	.29*	.09	.04	.28*	.01	.18	.22	.14	.18	.22	.26
43 (1)	.19	.28*	.08	.23	.34*	.40*	.25	.07	.25	.03	.19	.12	.01	.22	.40*	.14
45 (4)	.43*	.43*	.22	.28*	.16	.43*	.51*	.15	.46*	.25	.49*	.34*	.27	.40*	.54*	.48*
46 (9)	.13	.23	.13	.27	.03	.19	.03	.01	.26	.16	.17	.14	.23	-.05	-.08	.08
49 (8)	.18	-.06	-.24	-.05	-.05	.17	.12	-.14	.28	-.06	.11	-.01	.09	.39*	.22	.15
50 (11)	.06	-.03	-.16	-.06	-.18	.06	.03	-.30*	.18	-.19	.06	-.10	-.11	.30*	.19	.23

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE B (cont.)

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
51 (1)[1]	.28	.12	.13	.12	.09	.26	.10	-.02	.27	.19	.11	.17	.17	.32*	.06	.12
54 (16)	.11	.20	.11	.18	.09	.27	.21	-.03	.10	.08	.04	.17	.12	-.09	.25	.18
55 (1)	.33*	.36*	.23	.22	.29*	.27	.36*	.20	.27	.22	.20	.36*	.22	.22	.26	.12
56 (7)	.44*	.15	.03	.10	.20	.27	.27	-.00	.51*	-.05	.35*	.17	.14	.55*	.36*	.20
57 (6)	.24	.15	-.13	.11	-.03	.34*	.32*	.01	.28*	.06	.31*	.23	.10	.19	.37*	.35*
58 (10)	.08	.01	-.08	-.01	.07	.17	.13	-.12	.17	-.20	.01	-.12	-.00	.26	.29*	.22
59 (8)	.25	-.07	-.18	-.09	.20	.16	.13	-.09	.30*	-.12	.07	.05	.13	.40*	.23	-.10
60 (4)	.21	.05	-.02	-.03	.03	.11	.05	-.12	.28*	-.10	.10	.17	.05	.36*	.20	.26
61 (14)	.09	.23	.04	.31*	.22	.15	.18	-.05	.20	-.12	.18	.06	-.02	.07	.25	.33*
62 (3)	.24	.01	.02	-.08	.15	.14	.25	-.03	.25	-.03	.27	.08	.08	.50*	.35*	.06
63 (2)	.16	.25	.15	.18	.12	.16	.27	-.14	.25	.03	.14	.06	-.04	.20	.20	.12
64 (9)	.12	-.01	-.11	-.15	-.10	.05	.13	-.08	.11	-.04	.12	.10	.08	.32*	.28	.24
65 (8)	-.03	-.21	-.29*	-.09	-.00	.08	-.15	-.25	.01	-.24	-.10	-.12	-.23	-.05	.16	.03
66 (8)	.25	.06	-.09	.04	.37*	.37*	.29*	.08	.32*	-.05	.16	.11	.07	.44*	.43*	.13

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE B (cont.)

PPDS - Principal Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
67 (5)[1]	.06	.01	.12	.07	-.00	.08	.05	-.08	.03	.00	-.03	.00	.07	.01	.18	.21
68 (1)	.11	.20	.27	.14	.13	.12	.16	.03	.16	.02	.25	-.02	.07	.16	.28	-.10
69 (2)	.20	.37*	.47*	.20	.36*	.23*	.28*	.04	.25	.20	.07	.05	.01	.19	.25	.13
70 (8)	.22	-.10	-.12	-.10	.26	.19	.20	-.00	.33*	-.18	.13	.08	-.09	.59*	.35*	.04
71 (3)	.04	-.07	-.18	.04	.07	-.02	-.10	-.28	.13	-.25	-.19	-.16	-.15	.23	-.06	-.05
72 (4)	.26	-.01	-.14	-.05	-.01	.11	.11	-.13	.31*	-.09	.14	.20	-.00	.54*	.16	.23
73 (5)	.31*	.15	-.19	.20	.10	.29*	.19	-.06	.48*	-.04	.22	.12	.04	.26*	.28	.12
74 (5)	.31*	-.11	-.16	-.01	-.05	.16	.11	-.15	.34*	.00	.05	.16	.05	.38*	.15	.01
75 (7)	.01	.24	.12	.22	.15	-.01	-.07	-.13	-.05	-.23	-.08	-.07	.20	-.11	.03	.06
76 (3)	.13	.19	.03	.14	-.10	.15	.09	-.26	.15	-.08	-.07	.02	.09	.09	.05	.25
77 (6)	.19	-.09	-.29*	.05	.04	.11	.05	-.18	.34*	-.12	.03	.09	-.04	.29*	.15	.06
78 (6)	.06	.16	-.09	.11	.18	.24	.08	-.01	.13	-.02	.07	.16	.13	.01	.18	.11
79 (3)	.31*	.06	-.17	.03	-.08	.16	.02	-.21	.39*	-.00	.11	.16	.15	.46*	.12	.00
80 (3)	-.04	-.02	.15	-.07	-.14	-.07	-.10	-.24	.07	-.14	-.07	.06	-.12	.09	-.03	-.01

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE C

Intercorrelation Between Principal Performance Description Survey - Principal Form I
FACTS (Frequency Ratings) and Dimensions of the School Survey and School Average Daily Attendance
(n=35 elementary and 9 secondary schools)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
1 (3)[1]	.13	.19	-.07	.02	.18	.24	.08	-.03	.22	-.11	.05	.02	-.00	.33*	.03
2 (4)	.13	.20	.11	.24	.13	.16	.12	.09	.08	-.05	-.06	-.01	.14	.15	-.09
3 (8)	.17	.34*	.28*	.14	.21	.25*	.20	.20	.21	.01	.20	.05	.18	.04	.25*
4 (6)	-.03	.12	-.01	-.01	-.07	.15	.01	-.20	.04	-.16	-.03	-.16	.05	.08	.16
5 (1)	-.01	.24	.05	.13	.06	.19	.15	-.08	-.00	-.08	-.01	-.07	.07	-.14	.33*
6 (4)	.18	.22	.04	.22	.16	.29*	.26*	.10	.10	-.10	.07	-.04	.19	.31*	.15
7 (3)	.10	.16	.05	.19	.22	.19	.17	.02	.13	-.08	-.01	-.12	.09	.16	.10
8 (4)	.25*	.30*	.05	.18	.14	.29*	.24	.04	.28*	.02	.11	.05	.11	.26*	-.02
9 (3)	.05	.10	.07	.01	.08	.08	.04	-.14	.12	-.19	.03	-.21	.03	.22	.23
10 (2)	.16	.10	.14	.09	-.11	.07	.12	-.02	.20	.06	.09	-.06	.19	.22	.26*
11 (4)	-.02	.06	-.02	-.11	-.08	.17	.08	-.10	-.05	-.19	-.01	-.05	.00	.04	.22*
12 (5)	.05	.14	.07	.14	.09	.10	.01	.11	-.03	-.06	.03	.04	.13	.10	.06
14 (3)	.01	.19	.16	.16	.06	.00	-.05	-.16	.07	-.13	.03	-.26*	-.01	.00	.24

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE C (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
16 (5)[1]	.12	.05	-.07	.02	.03	.23	.13	.01	.16	-.09	.01	.00	.09	.25*	.07
17 (7)	.01	.15	.12	.01	.17	.13	.06	.12	.11	-.12	.14	-.04	.15	.09	.15
18 (4)	.04	-.00	-.18	.05	-.03	.14	.04	-.07	.07	-.18	-.01	-.01	-.10	.14	-.02
19 (2)	-.10	.28*	.16	.18	.06	.01	.03	.02	-.12	-.08	-.13	-.05	-.02	-.22	.07
20 (7)	.14	.19	.02	.11	.01	.22	.17	.06	.16	.01	-.00	.06	.08	.22	.04
21 (1)	.11	.29*	.31*	.08	.14	.24	.10	-.01	.19	.04	.11	-.08	.10	-.03	.41*
22 (9)	.03	.03	-.05	.22	-.02	.03	.04	.05	-.03	-.14	.02	-.09	.05	.13	.02
23 (1)	.04	.03	.02	.05	.11	.11	.09	-.05	-.08	-.26*	.07	-.15	.07	.26*	.05
24 (1)	.31*	.29*	.22	.15	.28*	.37*	.26*	.33*	.26*	.12	.30*	.26*	.26*	.25*	.22
25 (10)	.08	.16	.00	.19	.06	.18	.21	-.03	.07	-.15	.00	-.11	.09	.13	.23
26 (1)	.02	.25*	.14	.32*	.09	.12	.09	.04	-.06	-.04	-.01	-.03	-.04	-.11	.11
29 (4)	-.02	.01	-.16	-.06	-.02	.02	-.03	-.13	-.00	-.26*	-.12	-.04	-.09	.18	.00
30 (9)	.10	.23	.16	.24	.20	.18	.16	.10	.16	-.10	.09	.01	.19	.08	.20

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE C (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
31 (4)[1]	.19	.17	.01	.16	.10	.22	.22	-.09	.23	-.00	.06	-.03	.02	.19	.23
32 (2)	.02	-.01	-.20	-.01	-.00	.26*	.08	-.06	.07	-.19	-.07	.03	-.03	.02	.13
33 (7)	-.01	-.16	-.28*	.02	.03	.08	-.06	-.09	.13	-.28*	-.11	-.18	-.16	.21	-.15
34 (2)	-.02	-.07	-.24	.05	.17	.08	-.00	-.12	.04	-.25*	-.17	-.27*	-.16	.22	-.15
35 (6)	.03	.09	.00	.16	-.06	-.22	-.14	-.18	.05	-.21	.06	.09	-.06	-.01	-.07
36 (2)	.13	-.00	-.22	-.16	.01	.20	.13	-.14	.19	-.14	.10	-.02	.08	.41*	.14
37 (2)	-.07	.11	.09	.10	.08	.17	-.02	.09	-.03	-.18	-.12	-.10	.00	-.01	.02
39(4)	.09	.20	.00	.12	.07	.23	.16	-.01	.21	.01	.02	.05	.12	.03	.06
42 (3)	.12	.16	.05	.07	-.01	.15	.02	-.09	.16	-.05	.02	-.07	.02	.18	.06
43 (1)	.25*	.17	.02	.13	.27*	.36*	.22	.10	.22	-.12	.18	-.04	.07	.37*	.17
45(4)	.12	.25*	-.00	.22	.06	.24	.21	.04	.36*	-.01	.25*	.03	.09	.29*	.08
46 (9)	.15	.25*	.17	.24	.02	.18	.09	.07	.18	.16	.00	.10	.24	.07	-.10
49 (8)	.14	-.01	-.13	-.11	-.09	.13	.07	-.17	.14	-.11	-.04	.09	.01	.26*	.15
50 (11)	.04	.02	-.11	.01	-.04	.16	.09	-.15	.04	-.16	-.11	-.18	.03	.20	.12

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE C (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
51 (1)[1]	-.07	.07	.04	.12	-.07	.02	.00	-.10	-.18	-.11	-.10	-.12	-.13	-.11	.17
54 (16)	-.18	-.05	-.09	-.08	-.08	.06	-.04	-.22	-.16	-.24	-.14	-.24	-.11	-.02	.12
55 (1)	-.08	-.04	-.11	-.15	-.13	.01	-.06	-.18	-.04	-.17	-.25	-.08	-.15	.07	-.12
56 (7)	.28*	.29*	.09	.15	.11	.28*	.24	-.00	.26*	-.04	.06	.08	.11	.37*	-.01
57 (6)	.02	-.05	-.23	-.07	-.02	.18	.12	.-08	.07	-.24	.05	-.19	-.04	.38*	.13
58 (10)	-.01	-.03	.18	.12	-.10	.11	.05	.27*	.04	-.23	.20	-.16	-.12	.27*	-.02
59 (8)	.13	.02	-.17	-.02	.14	.20	.09	-.10	.16	-.17	-.05	-.04	-.13	.26*	-.10
60 (4)	.18	.22	.09	.23	.08	.13	.13	.03	.14	-.06	.02	.03	.13	.21	.03
61 (14)	.07	.30*	.15	.39*	.27*	.29*	.28*	.20	.06	-.06	.15	-.08	.16	.11	.16
62 (3)	.10	.02	-.11	-.09	-.02	.19	.18	-.12	.12	-.02	.04	-.06	-.05	.40*	-.02
63 (2)	.12	.16	.13	.03	.01	.12	.17	-.14	.09	-.04	-.01	-.06	-.02	.18	.08
64 (9)	-.09	-.03	-.19	-.12	-.22	-.08	-.07	-.31*	-.00	-.19	-.12	-.19	-.15	.16	-.03
65 (8)	-.03	-.15	-.24	.00	-.04	.09	-.11	-.19	-.01	-.20	-.15	-.12	-.18	.00	.00
66 (8)	.17	.18	.06	.16	.20	.28*	.27*	.09	.15	.00	-.06	.03	.13	.35*	-.08

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE C (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
67 (5)[1]	-.08	.10	-.01	.11	-.06	.04	-.03	.23	-.06	-.15	-.15	.-23	-.15	.01	.01
68 (1)	-.01	-.08	-.11	-.10	-.19	.02	.01	-.41*	-.05	.14	-.30*	-.13	.25	.05	-.01
69 (2)	.15	.29*	.18	.10	.29*	.33*	.30*	.07	.19	.11	-.02	.13	.01	.15	-.01
70 (8)	.10	-.02	-.10	-.05	.22	.23	.12	-.05	.17	-.22	-.09	-.11	-.11	.42*	-.01
71 (3)	.15	.23	.05	.29*	.19	.19	.12	.00	.17	-.13	-.02	-.08	.08	.23	.05
72 (4)	.13	.03	-.24	-.02	-.02	.17	.12	-.15	.25	.22	-.10	.05	-.09	.31*	.01
73 (5)	.18	.18	-.04	.18	.10	.24	.17	-.05	.22	-.08	-.03	-.05	-.00	.22	.10
74 (5)	.17	.01	-.13	.00	.03	.17	.10	-.15	.03	-.12	-.04	.00	-.02	.24	-.03
75 (7)	.06	.27*	.13	.15	.05	.20	.12	-.02	.03	-.12	-.09	-.02	.01	-.01	.06
76 (3)	-.03	.26*	.07	.20	.06	.08	.03	-.18	.00	-.12	-.19	-.21	-.05	-.06	.09
77 (6)	.10	-.05	-.32*	.06	.00	.24	.13	-.13	.27*	-.12	.03	-.02	-.04	.25*	.00
78 (6)	-.11	-.05	-.26*	-.09	-.03	.03	-.10	-.23	-.09	-.20	-.19	-.10	-.15	.03	-.04
79 (3)	.15	.20	-.06	.14	.05	.16	.10	-.07	.17	-.01	-.05	.04	.10	.23	-.10
80 (3)	-.14	-.04	-.17	-.04	-.10	-.02	-.13	-.21	-.08	-.23	-.17	-.14	-.17	.01	-.01

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE D

Intercorrelation Between Principal Performance Description Survey - Principal Form I
FACTS (Effectiveness Ratings) and Dimensions of the School Survey and School Average Daily Attendance
(n=35 elementary and 9 secondary schools)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
1 (3)[1]	.28*	.18	-.00	.05	.24	.35*	.19	.07	.39*	-.05	.22	.17	.16	.44*	.18
2 (4)	.10	.03	-.04	.11	.15	.08	-.04	.00	.17	.01	.03	-.02	.17	.24	-.09
3 (8)	.34*	.48*	.38*	.33*	.31*	.49*	.43*	.33*	.42*	.18	.36*	.22	.35*	.16	.34*
4 (6)	.11	.20	.08	.07	.04	.25*	.13	-.08	.20	-.06	.15	-.08	.17	.23	.27*
5 (1)	.16	.35*	.20	.24	.14	.30*	.26*	.12	.18	.01	.30*	.07	.24	.10	.48*
6 (4)	.26*	.29*	.13	.25*	.26*	.39*	.30*	.20	.25*	-.03	.25*	.11	.29*	.31*	.20
7 (3)	.27*	.24	.16	.25*	.33*	.29*	.24	.12	.24	.05	.08	.06	.20	.18	.19
8 (4)	.32*	.29*	.09	.25*	.22	.28*	.25*	.10	.40*	.00	.23	.06	.14	.36*	.05
9 (3)	.11	.19	.14	.13	.06	.06	.07	-.14	.17	-.12	.07	-.14	.05	.17	.27*
10 (2)	.41*	.18	.16	.11	-.05	.23	.25*	.07	.37*	.22	.24	.26*	.37*	.28*	.37*
11 (4)	.16	.16	.09	-.03	.01	.33*	.21	.05	.18	-.06	.17	.07	.22	.24	.25*
12 (5)	.14	.27*	.18	.24	.22	.25*	.12	.26*	.10	.08	.14	.15	.24	.11	.06
14 (3)	.12	.21	.20	.18	.05	.16	.12	-.11	.16	-.04	.07	-.04	.12	.04	.31*

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE D (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
16 (5)[1]	.17	.16	.06	.16	.11	.21	.13	.11	.26*	-.03	.20	.01	.18	.29*	.11
17 (7)	.16	.28*	.21	.21	.29*	.29*	.19	.27*	.25*	.05	.21	.06	.30*	.16	.07
18 (4)	.16	-.04	-.04	,10	.07	.12	.04	.01	.21	-.16	.13	-.04	.07	.27*	.19
19 (2)	.07	.35*	.30*	.42*	.27*	.26*	.17	.27*	.05	.01	.18	-.07	.16	-.07	.12
20 (7)	.41*	.30*	.21	.24	.17	.32*	.31*	.23	.34*	.13	.16	.27*	.33*	.31*	.17
21 (1)	.17	.36*	.36*	.23	.24	.22	.08	.06	.24	.12	.22	-.07	.09	.05	.31*
22 (9)	.20	.15	.14	.39*	.10	.20	.26*	.27*	.12	.05	.17	.10	.25*	.13	.23
23 (1)	.21	.05	.07	-.05	.08	.31*	.29*	-.03	.21	-.02	.17	.06	.22	.30*	.27*
24 (1)	.23	.29*	.41*	.38*	.26*	.39*	.38*	.41*	.15	.29*	.27*	.14	.36*	.05	.39*
25 (10)	.12	.29*	.20	.34*	.20	.24	.29*	.09	.12	-.04	.17	-.04	.19	.09	.31*
26 (1)	.10	.21	.13	.33*	.10	.29*	.26*	.09	.05	.02	.06	02	-.01	-.13	.39*
29 (4)	.09	-.04	-.15	-.07	-.01	.03	.01	-.10	.20	-.19	.02	.08	.02	.29*	.07
30 (9)	.17	.26*	.17	.28*	.25*	.33*	.30*	.19	.28*	-.01	.21	.08	.29*	.13	.28*

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE D (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
31 (4)[1]	.27*	.16	.08	.18	.15	.18	.20	-.04	.34*	-.04	.16	-.02	.05	.39*	.29*
32 (2)	.15	.19	.24	.15	.18	.31*	.22	.19	.09	.02	.16	-.01	.21	.14	.30*
33 (7)	-.00	-.18	-.27*	-.00	.07	.12	-.02	-.09	.19	-.29*	-.05	-.14	-.09	.22	-.06
34 (2)	.18	.02	-.10	.15	.35*	.21	.09	.02	.25*	-.07	.01	-.05	.00	.30*	-.09
35 (6)	.30*	.34*	.34*	.33*	.14	.14	.18	.13	.25*	.16	.12	.32*	.25*	-.06	.25*
36 (2)	.22	.01	-.20	-.02	.11	.25*	.19	.02	.25	-.09	.17	.02	.16	.49*	.13
37 (2)	.17	.19	.02	.33*	.15	.37*	.16	.17	.17	.07	.09	.08	.27*	.12	.06
39 (4)	.19	.26*	.13	.09	.09	.37*	.30*	.06	.28*	.07	.07	.23	.27*	.00	.21
42 (3)	.28*	.20	.11	.16	.02	.37*	.19	.10	.30*	.08	.21	.20	.23	.21	.26*
43 (1)	.24	.31*	.20	.33*	.43*	.37*	.27*	.19	.24	-.03	.29*	.00	.09	.24	.29*
45 (4)	.32*	.32*	.12	.21	.10	.10	.46*	.45*	.14	.39*	.19	.39*	.21	.24	.39*
46 (9)	.18	.31*	.25*	.33*	.07	.24	.17	.15	.25*	.21	.18	.16	.33*	.00	.08
49 (8)	.25*	.13	.10	.11	.08	.17	.18	.05	.24	.02	.25*	-.00	.17	.30*	.29*
50 (12)	.15	.13	.09	.13	-.02	.16	.16	-.04	.19	-.10	.17	-.10	.10	.30*	.29*

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE D (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
51 (1)[1]	.31*	.16	.19	.16	.18	.23	.10	.06	.25*	.14	.18	.11	.16	.30*	.19
54 (16)	.13	.19	.14	.22	.15	.34*	.27*	.08	.12	.04	.17	.06	.20	.00	.33*
55 (1)	.32*	.39*	.30*	.30*	.27*	.34*	.44*	.31*	.27*	.23	.23	.27*	.32*	.25*	.21
56 (7)	.41*	.21	.11	.19	.22	.34*	.33	.13	.47*	-.00	.31*	.13	.26*	.54*	.16
57 (6)	.17	.09	-.13	.22	.11	.37*	.30*	.12	.21	-.09	.25*	.02	.13	.27*	.25*
58 (10)	.03	-.04	-.13	-.01	.05	.17	.12	-.11	.12	-.19	-.04	-.12	-.03	.29*	.04
59 (8)	.20	-.08	-.17	-.09	.14	.21	.16	-.07	.28*	-.11	.06	.02	-.09	.42*	-.05
60 (4)	.28*	.21	.21	.20	.18	.20	.21	.14	.25*	-.01	.19	.15	.27*	.37*	.21
61 (14)	.16	.28*	.17	.46*	.35*	.28*	.32*	.23	.16	-.11	.23	-.04	.22	.21	.24
62 (3)	.16	-.03	-.06	-.11	.03	.17	.24	-.06	.21	-.01	.16	.07	.04	.48*	-.03
63 (2)	.24	.30*	.24	.31*	.28*	.22	.31*	.06	.25*	-.01	.24	-.01	.13	.27*	.22
64 (9)	.11	.01	-.07	-.14	-.14	.09	.16	-.07	.11	.03	.09	.14	.11	.32*	.11
65 (8)	.02	-.11	-.12	-.01	.04	.09	-.08	-.14	.03	-.18	-.04	-.09	-.13	.05	.11
66 (8)	.24	.16	.08	.21	.32*	.36*	.36*	.24	.23	.02	.12	.10	.22	.41*	.01

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE D (cont.)

PPDS - Principal Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
67 (5)[1]	.07	.C5	.11	.17	.08	.16	.13	.04	-.03	-.02	-.00	-.04	.05	.10	.14
68 (1)	.06	.15	.15	.07	.04	.08	.12	-.02	.12	.05	.14	.02	.02	.15	-.20
69 (2)	.17	.35*	.35*	.21	.27*	.24	.30*	.09	.20	.21	.00	.09	.06	.21	-.01
70 (8)	.21	-.04	-.01	-.02	.26*	.26*	.22	.07	.33*	-.15	.18	.01	-.00	.56*	.17
71 (3)	.12	.05	.03	.22	.20	.12	.08	-.02	.14	-.20	.00	-.17	.08	.32*	.13
72 (4)	.24	.01	-.08	.08	.09	.13	.12	-.01	.27*	-.15	.13	.07	.03	.53*	.22
73 (5)	.34*	.26*	.06	.31*	.15	.32*	.28*	.11.	.45*	.05	.25	.12	.18	.35*	.16
74 (5)	.33*	-.02	-.02	.06	.01	.19	..16	-.05	.33*	.03	.11	.15	.12	.38*	.06
75 (7)	.05	.27*	.17	.23	.12	.11	.06	-.02	.09	-.10	-.02	-.00	.01	-.05	.07
76 (3)	.18	.24	.14	.21	.00	.17	.14	-.11	.16	-.06	.04	.00	.15	.10	.30*
77 (6)	.11	-.13	-.27*	.06	.05	.19	.09	-.12	.29*	-.18	.07	-.06	.02	.32*	.09
78 (6)	.04	.12	-.09	.20	.24	.17	.04	.06	.07	-.12	.02	.03	.07	.02	.04
79 (3)	.31*	.15	.00	.19	.05	.20	.12	-.01	.35*	-.00	.14	.10	.24	.45*	.07
80 (3)	.05	.10	.06	.00	-.07	.00	-.00	-.11	.11	-.04	.06	.09	.01	.10	.14

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE E

Intercorrelation Between Principal Performance Description Survey - Principal Form I
FACTs (Frequency Ratings) and My School Inventory
Factors for 36 Elementary Schools

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesivenss
1 (3)[1]	.11	.13	-.10	.16	.23
2 (4)	-.08	-.05	-.20	.18	.27
3 (8)	-.19	.26	.17	.12	.01
4 (6)	-.33*	.34*	.00	.23	-.16
5 (1)	-.08	.04	-.22	.29*	.10
6 (4)	.02	.13	-.09	.18	.24
7 (5)	.01	-.07	-.19	.10	.25
8 (4)	-.03	.21	-.08	.20	.13
9 (3)	-.12	.08	-.17	-.05	.02
10 (2)	.03	-.01	-.26	.03	-.01
11 (4)	-.24	.29*	-.07	.37*	-.11
12 (5)	-.12	.02	-.04	.24	.13

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE E (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
14 (3)[1]	-.21	-.02	-.14	-.01	-.05
16 (5)	.00	.06	-.28*	.21	.17
17 (7)	.10	.01	-.10	.07	.27
18 (4)	-.08	.17	-.08	.26	.14
19 (2)	-.26	.18	-.07	.15	-.04
20 (7)	.06	.10	-.18	.16	.10
21 (1)	-.10	.12	-.10	.26	.13
22 (9)	-.10	-.07	.33*	.08	.09
23 (1)	-.02	.06	-.19	.03	.18
24 (1)	-.09	.14	.20	.40*	-.01
25 (10)	-.04	.17	-.21	.11	.08
26 (1)	-.17	.10	-.13	.35*	.09
29 (4)	-.00	.04	.27	.16	.14

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE E (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
30 (9)[1]	-.13	-.08	-.20	.01	.08
31 (4)	-.03	.05	-.25	.14	.10
32 (2)	.05	.10	-.19	.37*	.15
33 (7)	.16	-.13	-.18	.10	.44*
34 (2)	.17	-.06	-.24	-.01	.32*
35 (6)	-.11	-.07	-.27	-.04	-.05
36 (2)	.14	.04	-.31*	.12	.22
37 (2)	-.05	-.03	-.15	.21	.30*
39 (4)	-.12	.08	.03	.36*	.29*
42 (3)	-.21	.24	-.03	.24	-.05
43 (1)	.07	.05	-.15	.19	.33*
45 (4)	-.11	.34*	.11	.26	.04
46 (9)	-.40*	.13	-.09	.15	-.04

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[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE E (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
49 (8)[1]	.01	.11	-.26	.13	.12
50 (11)	-.06	.14	-.22	.24	.09
51 (1)	-.27	.02	-.20	.03	-.20
54 (16)	-.29*	.25	-.06	.35*	-.16
55 (1)	.02	.01	-.34*	.14	.06
56 (7)	.02	.07	-.17	.34	.26
57 (6)	.06	.14	-.27	.12	.13
58 (10)	-.02	.15	-.14	.27	.12
59 (8)	.29*	-.17	-.37*	.08	.46*
60 (4)	-.15	.11	-.25	.21	.06
61 (14)	-.02	.04	-.21	.27	.16
62 (3)	.25	-.07	.25	.15	.39*
63 (2)	.08	-.04	-.30*	.11	.28*
64 (9)	-.04	.19	-.12	.06	-.03

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE E (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
65 (8)[1]	.18	-.18	-.35*	.25	.39*
66 (8)	.18	-.01	-.17	.20	.35*
67 (5)	-.10	.03	-.19	.15	.08
68 (1)	.02	-.02	-.19	.26	.15
69 (2)	.28*	.03	-.01	.30*	.36*
70 (8)	.38*	-.16	-.36*	.07	.46*
71 (3)	-.03	.01	-.18	.15	.13
72 (4)	.14	.10	-.14	.32*	.24
73 (5)	.01	.12	-.15	.17	.09
74 (5)	-.04	-.01	-.27	.13	.20
75 (7)	-.09	.05	-.17	.25	.07
76 (3)	-.28*	.26	.04	.26	.17
77 (6)	.08	.01	-.14	.10	.30*
78 (6)	-.06	.07	-.20	.30*	.14
79 (3)	-.11	.19	-.04	.12	.18
80 (3)	-.15	.09	-.14	.03	.09

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE F

Intercorrelation Between Principal Performance Description Survey - Principal Form I FACTs (Effectiveness Ratings) and My School Inventory Factors for 36 Elementary Schools

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
1 (3)[1]	.08	.15	.01	.23	.23
2 (4)	.03	-.13	.10	-.01	.41*
3 (8)	-.21	.35*	.35*	.34*	.10
4 (6)	-.34*	.43*	.26	.21	-.21
5 (1)	-.21	.18	-.00	.35*	-.05
6 (4)	-.07	.17	.09	.34*	.21
7 (5)	-.00	-.05	.01	.24	.21
8 (4)	.02	.16	-.02	.14	.17
9 (3)	-.22	.12	-.05	-.01	-.10
10 (2)	-.08	.14	-.02	.26	-.13
11 (4)	-.29*	.40*	.27	.40*	-.10
12 (5)	-.14	.10	.16	.34*	.16
14 (3)	-.22	.06	.01	.13	-.05
16 (5)	-.05	.10	-.11	.20	.14

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE F (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
17 (7)[1]	.01	.10	.15	.17	.29*
18 (4)	.07	.02	-.03	.13	.16
19 (2)	-.37*	.29*	.24	.46*	-.13
20 (7)	-.10	.08	-.08	.30*	.07
21 (1)	-.18	.17	.26	.27	.06
22 (9)	-.19	.02	-.02	.26	-.00
23 (1)	-.16	.32*	.11	.10	-.08
24 (1)	-.32*	.29*	.38*	.38*	-.36*
25 (10)	-.11	.22	.04	.16	.01
26 (1)	-.26	.26	.18	.44*	-.12
29 (4)	-.05	.17	.02	.11	.04
30 (9)	-.19	.14	.15	.21	.06
31 (4)	.05	.00	.18	.06	.08
32 (2)	-.19	.42*	.31*	.47*	-.28
33 (7)	.08	-.06	-.13	.12	.39*

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE F (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
34 (2)[1]	.15	-.06	.00	.02	.32*
35 (6)	-.28	.01	.12	.24	-.09
36 (2)	.12	.12	-.04	.10	.18
37 (2)	-.17	.07	.13	.28*	.15
39 (4)	-.11	.09	.03	.45*	.31*
42 (3)	-.24	.21	.13	.46*	-.03
43 (1)	.08	.01	.05	.19	.38*
45 (4)	-.07	.38*	.21	.41*	-.02
46 (9)	-.46*	.19	.09	.20	-.08
49 (8)	.02	.14	.02	.14	.13
50 (11)	-.07	.17	.01	.22	.03
51 (1)	-.22	-.00	.01	.21	-.03
54 (16)	-.29*	.25	.22	.48*	-.06

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE F (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
55 (1)[1]	.07	.00	.02	.23	.21
56 (7)	.05	.10	.04	.23	.18
57 (6)	-.08	.24	.07	.39*	.06
58 (10)	.04	.12	.07	.28*	.17
59 (8)	.28	-.10	-.12	.02	.40*
60 (4)	-.09	.20	.08	.27	-.07
61 (14)	-.11	.16	.12	.28*	-.02
62 (3)	.32*	-.13	-.07	.09	.46*
63 (2)	.06	.10	.02	.15	.18
64 (9)	-.02	.30*	.21	.24	-.12
65 (8)	.25	.24	.30*	.25	.46*
66 (8)	.32*	-.05	.02	.24	.45*
67 (5)	-.05	-.01	.19	.30*	.07

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE F (cont.)

PPDS - Principal Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
68 (1)[1]	.03	-.05	-.08	.15	.36*
69 (2)	.24	.04	.22	.19	.28*
70 (8)	.53*	-.19	-.17	.04	.47*
71 (3)	-.12	-.02	-.06	.00	.05
72 (4)	.14	.03	-.14	.11	.16
73 (5)	-.00	.19	.10	.17	.10
74 (5)	-.02	-.05	-.14	.13	.18
75 (7)	-.19	.14	.13	.14	-.12
76 (3)	-.31*	.24	.09	.37*	-.19
77 (6)	.05	-.05	-.19	.05	.25
78 (6)	-.11	.12	.19	.37*	.15
79 (3)	-.05	.11	-.02	.10	.15
80 (3)	-.18	.15	.10	.04	-.00

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE G

Intercorrelation Between Principal Performance Description Survey - Teacher Form FACTS (Frequency Ratings) and School Survey Factors, Iowa Tests of Basic Skills (ITBS) Battery Total and School Average Daily Attendance (ADA) for 36 Elementary Schools

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
2 (2)[1]	.40*	.11	.23	.30*	.36*	.18	.21	.39*	.29*	.36*	.07	.56*	.45*	.18	.01	-.11
3 (2)	.59*	.32*	.18	.41*	.11	.47*	.49*	.61*	.60*	.75*	.50*	.62*	.69*	.26*	.36*	.01
4 (3)	.33*	-.03	-.02	.05	-.21	.19	.23	.17	.34*	.51*	.21	.52*	.53*	.25	.05	.03
5 (1)	.43*	.36*	.19	.59*	.13	.39*	.45*	.50*	.40*	.46*	.42*	.60*	.58*	.10	.22	.36*
6 (2)	.48*	.29*	.16	.38*	.11	.43*	.48*	.42*	.48*	.44*	.47*	.60*	.60*	.26	.37*	.30*
7 (1)	.39*	.18	.02	.23	.13	.23	.20	.15	.36*	.45*	.37*	.39*	.53*	.21	.06	-.00
8 (1)	.36*	.02	-.01	.22	-.09	.31*	.17	.38*	.31*	.44*	.24	.53*	.47*	.15	.16	.09
9 (2)	.34*	.05	-.07	.15	-.06	.13	.17	.10	.31*	.38*	.25	.40*	.50*	.18	-.07	-.04
10 (2)	.41*	.05	-.08	.25	-.01	.18	.26	.20	.37*	.47*	.26	.48*	.59*	.16	-.06	.02
11 (2)	.44*	.05	-.00	.12	-.04	.39*	.31*	.45*	.46*	.64*	.40*	.51*	.65*	.34*	.30*	-.02
12 (1)	.30*	.25	.17	.29*	.03	.38*	.30*	.41*	.29*	.62*	.32*	.46*	.60*	-.03	.16	.07
14 (2)	.38*	.15	.04	.24	.01	.16	.21	.21	.33*	.52*	.28*	.46*	.60*	.11	-.03	.04

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE G (cont.)

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
16 (1)[1]	.36*	-.08	-.09	.04	-.17	.23	.24	.22	.35*	.39*	.12	.50*	.51*	.28*	.04	-.16*
17 (5)	.47*	.06	.05	.08	-.03	.36*	.42*	.27*	.45*	.58*	.17	.55*	.63*	.31*	.17	-.02
18 (1)	.45*	.17	.11	.30*	.00	.42*	.42*	.46*	.42*	.68*	.38*	.64*	.71*	.22	.28*	.09
19 (1)	.45*	.24	.19	.40*	.10	.44*	.37*	.65*	.47*	.66*	.35*	.62*	.63*	.11	.23	-.00
20 (5)	.37*	.10	.29*	.33*	.17	.21	.26*	.46*	.26	.51*	.11	.56*	.48*	.07	-.01	-.01
21 (1)	.33*	-.00	.04	.19	.03	.27*	.26	.31*	.36*	.43*	.11	.54*	.51*	.16	.11	-.10
22 (5)	.41*	.11	.17	.29*	.11	.24	.31*	.38*	.30*	.62*	.29*	.62*	.65*	.22	.13	.07
23 (1)	.34*	.06	-.03	.15	.04	.15	.21	.14	.32*	.41*	.19	.36*	.57*	.27*	-.06	-.01
24 (1)	.41*	.10	-.03	.34*	.04	.38*	.35*	.43*	.40*	.61*	.28*	.47*	.68*	.13	.16	-.01
25 (10)	.52*	.16	.09	.21	.07	.46*	.55*	.26	.53*	.45*	.19	.48*	.59*	.35*	.27	.17
26 (1)	.31*	.07	.08	.16	-.04	.28*	.14	.44*	.38*	.70*	.49*	.43*	.52*	.14	.14	.01
28 (1)	.42*	.05	.05	.23	-.13	.30*	.24	.49*	.38*	.74*	.41*	.61*	.59*	.20	.16	.09
29 (2)	.43*	.05	.07	.09	-.15	.20	.16	.21	.51*	.46*	.31*	.53*	.46*	.43*	.11	-.06

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE G (cont.)

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	bAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
30 (8)[1]	.55*	.20	.12	.37*	.20	.40*	.45*	.41*	.52*	.66*	.41*	.61*	.68*	.36*	.17	.06
31 (3)	.62*	.11	.03	.26	.07	.35*	.36*	.41*	.61*	.64*	.51*	.65*	.71*	.49*	.27	.00
32 (1)	.1[illegible]	-.01	-.14	.09	.09	.09	.07	.11	.19	-.04	.16	.10	.13	.27*	.31*	.12
34 (1)	.39*	-.16	-.24	.02	.24	.17	.17	.27	.43*	-.01	.16	.36*	.24	.54*	.20	-.26
35 (6)	.49*	.11	.03	.34*	.01	.24	.24	.46*	.51*	.51*	.50*	.63*	.61*	.35*	.18	.08
37 (1)	.46*	.24	.14	-.03	-.08	.47*	.27	.22	.42*	.57*	.32*	.45*	.56*	.39*	.48*	.04
45 (3)	.39*	.08	.15	.20	-.02	.25	.26	.40*	.38*	.68*	.33*	.51*	.65*	.24	.08	.06
49 (3)	.49*	.22	.07	.19	.04	.37*	.44*	.25	.51*	.34*	.20	.54*	.58*	.39*	.19	.10
50 (4)	.52*	.19	.10	.24	.11	.54*	.61*	.30*	.56*	.50*	.27	.55*	.54*	.38*	.36*	.30*
54 (6)	.33*	.03	.06	.08	.03	.28*	.22	.20	.24	.43*	.15	.34*	.45*	.26	-26	-.05
57 (1)	.35*	-.05	-.14	.18	-.17	.19	.22	.32*	.31*	.39*	.39*	.38*	.49*	.18	.18	-.03
59 (1)	.50*	.16	.07	.19	-.14	.37*	.29*	.40*	.51*	.65*	.38*	.57*	.60*	.35*	.26	-.07
61 (5)	.48*	.23	.15	.29*	.19	.44*	.45*	.50*	.48*	.66*	.49*	.64*	.61*	.40*	.36*	.18

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE G (cont.)

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
65 (2)[1]	.09	.05	-.05	.17	.11	.17	.12	.30*	.10	.30*	.12	.40*	.35*	.01	.16	.05
66 (1)	.15	-.03	-.13	.05	-.14	.19	.16	.19	.12	.45*	.10	.40*	.36	.06	.11	-.00
70 (1)	.51*	-.09	-.19	-.07	.00	.28*	.27*	.19	.50*	.38*	.37*	.49*	.52*	.62*	.26	.05
1 (1)	.39*	-.00	-.03	.21	-.02	.22	.17	.30*	.33*	.50*	.13	.63*	.57*	.17	-.04	-.05
72 (2)	.48*	.00	.01	.02	-.10	.27	.27	.19	.41*	.42*	.16	.66*	.47*	.33*	.12	.04
73 (2)	.24	.03	.18	.16	.05	.11	.08	.34*	.26	.44*	.09	.49*	.46*	.12	-.01	-.15
74 (2)	.16	-.31*	-.21	-.04	-.11	-.07	-.11	-.03	.06	.20	-.11	.31*	.30*	.15	-.21	-.07
75 (1)	.44*	.24	.34*	.42*	.02	.36*	.28*	.49*	.49*	.73*	.45*	.52*	.59*	.22	.33*	.05
76 (1)	.22	.09	.09	.24	-.19	.29*	.18	.31	.22	.60*	.25	.35*	.51*	.03	.12	.13
78 (3)	.28*	.01	-.03	.05	-.01	.12	.21	.21	.20	.22	.01	.50*	.43*	.29*	-.02	-.01
79 (1)	.41*	.13	.14	.24	.10	.29*	.24	.39*	.32*	.60*	.28*	.58*	.52*	.25	.15	-.02
80 (1)	.38*	.26	.26	.22	.01	.35*	.30*	.39*	.47*	.77*	.41*	.49*	.65*	.25	.23	-.06

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE H

Intercorrelation Between Principal Performance Description Survey - Teacher Form FACTS (Effectiveness Ratings) and School Survey Factors, Iowa Tests of Basic Skills (ITBS) Battery Total and School Average Daily Attendance (ADA) for 36 Elementary Schools

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
2 (2)[1]	.50*	.25	.40*	.26	.39*	.33*	.43*	.43*	.39*	.55*	.19	.58*	.61*	.31*	.20	-.09
3 (2)	.61*	.37*	.30*	.40*	.13	.50*	.53*	.57*	.61*	.84*	.57*	.64*	.67*	.29*	.43*	.09
4 (3)	.53*	.18	.13	.15	.01	.43*	.43*	.32*	.55*	.65*	.43*	.63*	.67*	.38*	.27	.15
5 (1)	.43*	.45*	.28*	.45*	.13	.53*	.50*	.29*	.39*	.58*	.43*	.48*	.55*	.09	.35*	.51*
6 (2)	.56*	.44*	.36*	.39*	.15	.57*	.60*	.44*	.59*	.62*	.58*	.60*	.65*	.31*	.52*	.31*
7 (1)	.43*	.30*	.17	.24	.16	.41*	.38*	.24	.38*	.63*	.42*	.47*	.61*	.22	.23	.15
8 (1)	.54*	.40*	.39*	.37*	.18	.42*	.39*	.45*	.54*	.68*	.47*	.62*	.47*	.31*	.40*	.09
9 (2)	.42*	.23	.20	.24	.14	.35*	.39*	.28*	.40*	.64*	.38*	.51*	.60*	.24	.20	.10
10 (2)	.50*	.15	.08	.24	.03	.40*	.41*	.28*	.46*	.68*	.38*	.56*	.67*	.26	.22	.14
11 (2)	.56*	.25	.25	.24	.10	.56*	.51*	.47*	.53*	.77*	.53*	.63*	.72*	.41*	.47*	.22
12 (1)	.46*	.46*	.45*	.39*	.26	.55*	.50*	.54*	.38*	.73*	.43*	.56*	.67*	.07	.37*	.20
14 (2)	.46*	.30*	.21	.30*	.10	.45*	.43*	.34*	.43*	.69*	.39*	.53*	.68*	.15	.24	.11

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE H (cont.)

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
16 (1)[1]	.47*	.12	.11	.02	.05	.32*	.31*	.15	.40*	.46*	.27	.57*	.46*	.29*	.17	-.00
17 (5)	.54*	.21	.22	.19	.04	.50*	.54*	.38*	.53*	.71*	.38*	.62*	.67*	.35*	.34*	.13
18 (1)	.42*	.23	.10	.19	.02	.53*	.50*	.32*	.38*	.59*	.36*	.57*	.62*	.22	.35*	.29*
19 (1)	.50*	.39*	.36*	.41*	.35*	.63*	.58*	.65*	.50*	.75*	.45*	.61*	.60*	.18	.43*	.17
20 (5)	.49*	.21	.37*	.31*	.27*	.37*	.42*	.53*	.38*	.61*	.26*	.61*	.60*	.22	.14	.05
21 (1)	.47*	.26	.31*	.27	.25	.48*	.50*	.25	.48*	.55*	.26	.55*	.50*	.27*	.32*	.20
22 (5)	.47*	.26	.31*	.39*	.21	.42*	.46*	.46*	.38*	.74*	.45*	.62*	.69*	.23	.30*	.23
23 (1)	.46*	.35*	.22	.31*	.20	.42*	.47*	.26*	.40*	.61*	.37*	.50*	.63*	.19	.25	.21
24 (1)	.53*	.31*	.17	.37*	.18	.51*	.49*	.44*	.52*	.68*	.51*	.54*	.68*	.27*	.36*	.15
25 (10)	.57*	.20	.13	.23	.11	.54*	.61*	.30*	.59*	.56*	.31*	.56*	.64*	.38*	.34*	.19
26 (1)	.42*	.23	.22	.18	.11	.41*	.32*	.44*	.48*	.74*	.51*	.55*	.58*	.27*	.29*	.12
28 (1)	.57*	.31*	.22	.22	.09	.58*	.55*	.46*	.53*	.76*	.40*	.70*	.68*	.31*	.29*	.33*
29 (2)	.51*	.24	.20	.29*	.06	.43*	.32*	.41*	.56*	.75*	.47*	.59*	.63*	.37*	.32*	.02

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE H (cont.)

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FYN	ITBS	ADA
30 (8)[1]	.63*	.31*	.24	.38*	.29*	.54*	.59*	.50*	.61*	.76*	.54*	.64*	.73*	.42*	.35*	.13
31 (3)	.67*	.24	.22	.34*	.19	.46*	.46*	.48*	.67*	.72*	.63*	.65*	.67*	.52*	.41*	.06
32 (1)	.52*	.44*	.21	.39*	.32*	.54*	.48*	.51*	.67*	.46*	.62*	.49*	.50*	.44*	.57*	.21
34 (1)	.49*	.06	-.06	.20	.23	.38*	.35*	.40*	.49*	.28*	.26	.54*	.49*	.50*	.36*	-.07
35 (6)	.50*	.30*	.27*	.42*	.13	.40*	.39*	.56*	.55*	.76*	.61*	.61*	.68*	.28*	.29*	.09
37 (1)	.45*	.30*	.32*	.10	.07	.59*	.45*	.28*	.43*	.76*	.38*	.49*	.54*	.32*	.54*	.23
45 (3)	.41*	.25	.28*	.33*	.08	.41*	.41*	.49*	.37*	.81*	.40*	.55*	.69*	.16	.24	.17
49 (3)	.54*	.36*	.25	.32*	.09	.47*	.53*	.33*	.54*	.53*	.36*	.58*	.64*	.34*	.26	.22
50 (4)	.58*	.22	.12	.29*	.13	.56*	.61*	.35*	.60*	.61*	.37*	.61*	.62*	.40*	.39*	.28*
54 (6)	.39*	.21	.26	.19	.16	.51*	.45*	.32*	.33*	.67*	.33*	.42*	.53*	.23	.40*	.16
57 (1)	.52*	.15	.04	.24	.07	.48*	.49*	.37*	.51*	.57*	.41*	.55*	.57*	.29*	.34*	.09
59 (1)	.49*	.29*	.24	.34*	.19	.43*	.44*	.46*	.43*	.70*	.33*	.58*	.54*	.19	.34*	-.06
61 (5)	.47*	.29*	.19	.34*	.23	.50*	.51*	.46*	.47*	.70*	.54*	.61*	.60*	.34*	.42*	.23

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE H (cont.)

PPDS - Teacher Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ITBS	ADA
65 (2)[1]	.14	.10	.03	.17	.02	.24	.19	.29*	.20	.41*	.21	.44*	.39*	.06	.22	.03
66 (1)	.38*	.24	.17	.33*	-.04	.29*	.30*	.19	.43*	.51*	.20	.50*	.34*	.15	.25	.05
70 (1)	.60*	.24	.16	.20	.25	.50*	.43*	.38*	.58*	.65*	.55*	.51*	.65*	.59*	.45*	.23
71 (1)	.47*	.21	.22	.26	.05	.37*	.31*	.33*	.43*	.66*	.34*	.63*	.60*	.19	.23	.14
72 (2)	.49*	.20	.17	.21	-.07	.35*	.33*	.23	.45*	.60*	.24	.60*	.49*	.24	.25	.15
73 (2)	.46*	.15	.26	.19	.20	.33*	.32*	.43*	.45*	.57*	.22	.65*	.55*	.29*	.22	-.05
74 (2)	.36*	-.12	-.04	.06	.02	.19	.14	.11	.24	.44*	.13	.46*	.50*	.26*	.04	.04
75(1)	.48*	.31*	.32*	.43*	.21	.49*	.40*	.50*	.51*	.70*	.48*	.62*	.56*	.26	.45*	.10
76 (1)	.47*	.52*	.35*	.48*	.08	.45*	.37*	.39*	.41*	.70*	.44*	.49*	.65*	.08	.29*	.26
78 (3)	.44*	.29*	.24	.25	.08	.44*	.48*	.36*	.35*	.46*	.22	.64*	.55*	.21	.26	.24
79 (1)	.54*	.27	.33*	.29*	.21	.39*	.39*	.35*	.43*	.72*	.32*	.63*	.53*	.29*	.25	.15
80 (1)	.51*	.43*	.40*	.35*	.21	.60*	.58*	.48*	.56*	.80*	.56*	.58*	.71*	.30*	.46*	.20

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE I

Intercorrelation Between Principal Performance Description Survey - Teacher Form I
FACTS (Frequency Ratings) and Dimensions of the School Survey and School Average Daily Attendance
(n=35 elementary and 9 secondary schools)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
2 (2)[1]	.48*	.30*	.47*	.29*	.32*	.26*	.33*	.43*	.37*	.45*	.28*	.54*	.58*	.16	.25*
3 (2)	.64*	.40*	.35*	.39*	.20	.48*	.51*	.60*	.62*	.67*	.61*	.55*	.72*	.27*	.27*
4 (3)	.44*	.19	.32*	.12	-.05	.28*	.35*	.27*	.41*	.53*	.42*	.48*	.64*	.23	.36*
5 (1)	.50*	.46*	.43*	.50*	.21	.44*	.50*	.50*	.47*	.46*	.56*	.51*	.69*	.13	.56*
6 (2)	.52*	.42*	.47*	.41*	.27*	.45*	.50*	.49*	.48*	.37*	.63*	.37*	.68*	.24	.65*
7 (1)	.44*	.32*	.30*	.23	.15	.36*	.35*	.25*	.42*	.48*	.51*	.38*	.67*	.23	.36*
8 (1)	.25*	-.02	-.08	.04	-.22	.17	.10	.19	.21	.42*	.05	.53*	.25*	.08	-.19
9 (2)	.41*	.20	.20	.17	.02	.26*	.30*	.19	.39*	.42*	.41*	.39*	.62*	.20	.28*
10 (2)	.46*	.21	.21	.25*	.07	.31*	.37*	.28*	.43*	.48*	.44*	.43*	.69*	.18	.35*
11 (2)	.53*	.23	.28*	.18	.08	.44*	.40*	.49*	.52*	.61*	.53*	.41*	.73*	.33*	.28*

[1]Number of principal performance indicators comprising each FACT.

*Correlation significantly different from zero ($p<.05$)

TABLE I (cont.)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
12 (1)[1]	.40*	.35*	.34*	.29*	.12	.42*	.38*	.43*	.36*	.59*	.45*	.44*	.68*	.04	.27*
14 (2)	.44*	.30*	.31*	.25*	.06	.28*	.35*	.29*	.39*	.53*	.45*	.44*	.69*	.14	.30*
16 (1)	.41*	.06	.13	.08	-.07	.33*	.33*	.27*	.41*	.40*	.29*	.46*	.61*	.30*	.16
17 (5)	.54*	.22	.32*	.14	.09	.41*	.48*	.34*	.51*	.55*	.38*	.47*	.71*	.30*	.33*
18 (1)	.53*	.34*	.41*	.25*	.06	.45*	.50*	.45*	.48*	.68*	.54*	.61*	.77*	.20	.38*
19 (1)	.50*	.35*	.38*	.31*	.08	.44*	.44*	.58*	.49*	.70*	.45*	.63*	.66*	.10	.20
20 (5)	.42*	.21	.39*	.19	.09	.22	.30*	.36*	.33*	.58*	.22	.63*	.51*	.05	.13
21 (1)	.42*	.18	.30*	.14	.05	.33*	.36*	.31*	.43*	.52*	.30*	.57*	.61*	.16	.19
22 (5)	.41*	.15	.23	.19	.05	.34*	.39*	.32*	.36*	.60*	.37*	.57*	.67*	.25*	.25*
23 (1)	.35*	.14	.13	.16	.07	.31*	.34*	.21	.36*	.40*	.33*	.31*	.64*	.32*	.25*
24 (1)	.48*	.22	.21	.28*	.11	.43*	.41*	.41*	.47*	.58*	.43*	.46*	.74*	.16	.26*
25 (10)	.54*	.35*	.43*	.33*	.26*	.44*	.53*	.39*	.50*	.37*	.43*	.34*	.67*	.28*	.55*
26 (1)	.34*	.17	.25*	.06	-.10	.36*	.26*	.35*	.43*	.72*	.55*	.48*	.58*	.13	.26*

[1]Number of principal performance indicators comprising each FACT.

*Correlation significantly different from zero ($p<.05$)

TABLE I (cont.)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
28 (1)	.48*	.26*	.36*	.19	-.07	.34*	.36*	.45*	.43*	.75*	.51*	.62*	.68*	.16	.32*
29 (2)	.46*	.14	.21	.08	-.10	.28*	.25*	.23	.55*	.47*	.42*	.50*	.54*	.42*	.20
30 (8)	.59*	.34*	.37*	.37*	.28*	.46*	.50*	.46*	.55*	.57*	.56*	.50*	.76*	.35*	.40*
31 (3)	.65*	.26*	.29*	.34*	.20	.43*	.45*	.49*	.60*	.56*	.61*	.51*	.77*	.47*	.33*
32 (1)	.09	-.04	-.15	.11	.15	.11	.08	.12	.18	-.10	.15	.03	.14	.32*	.09
34 (1)	.39*	-.07	-.10	.01	.19	.23	.24	.26*	.44*	.08	.20	.39*	.32*	.54*	-.11
35 (6)	.54*	.23	.27*	.31*	.12	.22	.27*	.43*	.54*	.47*	.56*	.56*	.64*	.28*	.31*
37 (1)	.54*	.37*	.39*	.04	.03	.49*	.37*	.29*	.48*	.57*	.49*	.45*	.67*	.36*	.34*
45 (3)	.32*	.05	.09	.19	.04	.32*	.25*	.36*	.34*	.49*	.31*	.34*	.56*	.27*	.12
49 (3)	.53*	.39*	.42*	.31*	.23	.38*	.45*	.39*	.50*	.31*	.42*	.36*	.67*	.30*	.48*
50 (4)	.55*	.35*	.41*	.31*	.25*	.51*	.58*	.40*	.55*	.43*	.47*	.40*	.65*	.32*	.57*
54 (6)	.41*	.18	.28*	.06	.03	.31*	.29*	.22	.32*	.51*	.28*	.42*	.54*	.22	.16
57 (1)	.37*	.04	.01	.22	-.08	.28*	.30*	.36*	.34*	.36*	.44*	.33*	.55*	.22	.16

[1]Number of principal performance indicators comprising each FACT.

*Correlation significantly different from zero ($p < .05$)

TABLE I (cont.)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
59 (1)	.49*	.17	.12	.15	-.08	.39*	.31*	.35*	.53*	.57*	.43*	.50*	.60*	.36*	.14
61 (5)	.49*	.28*	.23	.26*	.17	.52*	.52*	.48*	.49*	.62*	.52*	.57*	.66*	.43*	.27*
65 (2)	.02	-.03	-.16	.02	-.05	.15	.10	.12	.07	.28*	-.01	.41*	.25*	.03	-.16
66 (1)	.18	.04	-.01	.02	-.17	.15	.19	.16	.12	.49*	.10	.46*	.34*	.04	-.04
70 (1)	.47*	-.03	-.07	.01	.07	.36*	.31*	.23	.47*	.30*	.41*	.35*	.52*	.62*	.20
71 (1)	.44*	.13	.17	.15	-.03	.27*	.26*	.28*	.38*	.36*	.24	.66*	.62*	.17	.10
72 (2)	.47*	.08	.13	-.07	-.14	.29*	.31*	.13	.44*	.49*	.24	.68*	.51*	.29*	.13
73 (2)	.30*	.12	.27*	.10	.02	.19	.17	.30*	.33*	.49*	.19	.53*	.52*	.13	.05
74 (2)	.24	-.17	-.01	-.04	-.06	-.03	.00	.01	.15	.27*	.05	.35*	.40*	.17	.10
75 (1)	.44*	.25*	.32*	.32*	.01	.40*	.32*	.42*	.50*	.68*	.46*	.51*	.60*	.25*	.13
76 (1)	.35*	.26*	.36*	.25*	-.01	.36*	.30*	.36*	.34*	.55*	.45*	.34*	.64*	.08	.44*
78 (3)	.31*	.09	.10	.00	-.04	.22	.30*	.19	.25*	.30*	.14	.51*	.49*	.31*	.10
79 (1)	.48*	.26*	.34*	.21	.13	.33*	.33*	.38*	.40*	.61*	.41*	.58*	.62*	.25*	.21
80 (1)	.42*	.35*	.43*	.13	-.01	.42*	.41*	.34*	.51*	.75*	.53*	.52*	.71*	.23	.28*

[1]Number of principal performance indicators comprising each FACT.

*Correlation significantly different from zero ($p < .05$)

TABLE J

Intercorrelation Between Principal Performance Description Survey - Teacher Form I
FACTS (Effectiveness Ratings) and Dimensions of the School Survey and School Average Daily Attendance
(n=35 elementary and 9 secondary schools)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
2 (2)[1]	.54*	.35*	.51*	.16	.28*	.34*	.44*	.36*	.45*	.61*	.28*	.54*	.58*	.16	.25*
3 (2)	.65*	.42*	.40*	.39*	.22	.50*	.54*	.57*	.62*	.74*	.61*	.55*	.72*	.27*	.27*
4 (3)	.58*	.31*	.36*	.10	.02	.44*	.47*	.31*	.59*	.66*	.42*	.48*	.64*	.23	.36*
5 (1)	.49*	.49*	.42*	.33*	.13	.53*	.52*	.28*	.47*	.60*	.56*	.51*	.69*	.13	.56*
6 (2)	.61*	.53*	.56*	.40*	.26*	.56*	.61*	.49*	.60*	.55*	.63*	.37*	.68*	.24	.65*
7 (1)	.46*	.35*	.30*	.14	.09	.46*	.43*	.22	.45*	.65*	.51*	.38*	.67*	.23	.36*
8 (1)	.50*	.37*	.33*	.20	.04	.37*	.37*	.33*	.50*	.68*	.05	.53*	.25*	.08	-.19
9 (2)	.44*	.27*	.29*	.17	.07	.40*	.41*	.22	.46*	.64*	.41*	.39*	.62*	.20	.28*
10 (2)	.52*	.22	.23	.15	.02	.47*	.45*	.25*	.52*	.66*	.44*	.43*	.69*	.18	.35*
11 (2)	.61*	.35*	.41*	.23	.17	.57*	.52*	.47*	.58*	.70*	.53*	.47*	.73*	.33*	.28*
12 (1)	.51*	.48*	.48*	.33*	.26*	.52*	.50*	.49*	.42*	.69*	.45*	.44*	.68*	.04	.27*

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE J (cont.)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
14 (2)[1]	.50*	.41*	.40*	.27*	.09	.50*	.51*	.36*	.46*	.71*	.45*	.44*	.69*	.14	.30*
16 (1)	.51*	.20	.26*	.00	.07	.35*	.34*	.15	.47*	.47*	.29*	.46*	.61*	.30*	.16
17 (5)	.59*	.32*	.38*	.19	.11	.54*	.57*	.39*	.58*	.66*	.38*	.47*	.71*	.30*	.33*
18 (1)	.49*	.36*	.37*	.17	.03	.53*	.55*	.34*	.43*	.64*	.54*	.61*	.77*	.20	.38*
19 (1)	.52*	.43*	.42*	.28*	.22	.59*	.59*	.54*	.52*	.78*	.45*	.63*	.66*	.10	.20
20 (5)	.51*	.29*	.44*	.15	.14	.34*	.41*	.39*	.42*	.67*	.22	.63*	.51*	.05	.13
21 (1)	.45*	.29*	.35*	.07	.07	.47*	.50*	.15	.50*	.61*	.33*	.60*	.50*	.22	.26*
22 (5)	.46*	.28*	.33*	.26*	.11	.48*	.51*	.39*	.42*	.73*	.48*	.61*	.69*	.25*	.28*
23 (1)	.44*	.34*	.28*	.15	.08	.47*	.50*	.19	.44*	.62*	.44*	.51*	.63*	.19	.32*
24 (1)	.55*	.33*	.24	.22	.14	.48*	.46*	.33*	.56*	.65*	.53*	.55*	.65*	.25*	.24
25 (10)	.59*	.39*	.47*	.34*	.27*	.50*	.59*	.43*	.56*	.47*	.50*	.39*	.72*	.32*	.54*
26 (1)	.39*	.24	.26*	.03	-.04	.45*	.38*	.31*	.50*	.74*	.50*	.57*	.57*	.24	.23

[1]Number of principal performance indicators comprising each FACT.

*Correlation significantly different from zero ($p<.05$)

TABLE J (cont.)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
28 (1)[1]	.59*	.42*	.43*	.15	.04	.55*	.58*	.40*	.56*	.78*	.48*	.71*	.72*	.25*	.42*
29 (2)	.54*	.30*	.31*	.21	.05	.49*	.39*	.38*	.60*	.72*	.55*	.57*	.68*	.37*	.22
30 (8)	.66*	.42*	.43*	.37*	.31*	.58*	.63*	.52*	.62*	.70*	.62*	.57*	.80*	.41*	.36*
31 (3)	.70*	.36*	.41*	.34*	.22	.49*	.53*	.51*	.68*	.70*	.69*	.60*	.73*	.48*	.30*
32 (1)	.50*	.40*	.19	.30*	.29*	.54*	.46*	.44*	.65*	.42*	.56*	.45*	.50*	.46*	.17
34 (1)	.50*	.15	.10	.13	.15	.38*	.38*	.34*	.49*	.38*	.29*	.60*	.53*	.45*	.01
35 (6)	.56*	.41*	.46*	.34*	.15	.39*	.44*	.50*	.58*	.73*	.66*	.61*	.73*	.24	.31*
37 (1)	.49*	.36*	.41*	.06	.04	.59*	.49*	.26*	.48*	.76*	.45*	.50*	.58*	.30*	.33*
45 (3)	.38*	.23	.24	.28*	.08	.45*	.40*	.44*	.38*	.69*	.37*	.46*	.64*	.19	.17
49 (3)	.59*	.49*	.52*	.36*	.22	.46*	.53*	.42*	.55*	.49*	.53*	.46*	.71*	.27*	.52*
50 (4)	.62*	.38*	.43*	.34*	.24	.55*	.60*	.43*	.60*	.55*	.53*	.49*	.72*	.35*	.54*
54 (6)	.44*	.32*	.40*	.11	.08	.50*	.49*	.28*	.38*	.72*	.38*	.52*	.59*	.20	.22

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE J (cont.)

PPDS - Teacher Form FACT Number	SCHOOL SURVEY FACTORS														
	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
57 (1)[1]	.54*	.24	.21	.23	.12	.52*	.53*	.38*	.56*	.54*	.51*	.50*	.65*	.30*	.31*
59 (1)	.48*	.27*	.23	.23	.15	.44*	.42*	.38*	.45*	.64*	.37*	.54*	.56*	.21	.07
61 (5)	.48*	.33*	.26*	.29*	.20	.54*	.55*	.44*	.49*	.67*	.54*	.58*	.64*	.37*	.25*
65 (2)	.10	.05	-.04	.01	-.12	.21	.18	.14	.18	.42*	.09	.49*	.30*	.07	-.13
66 (1)	.39*	.26*	.21	.24	-.06	.23	.28*	.15	.41*	.51*	.21	.53*	.30*	.11	.03
70 (1)	.60*	.30*	.25*	.19	.22	.55*	.49*	.39*	.59*	.63*	.57*	.48*	.68*	.59*	.29*
71 (1)	.48*	.26*	.30*	.13	-.03	.38*	.36*	.25*	.45*	.69*	.39*	.67*	.60*	.18	.18
72 (2)	.50*	.25*	.26*	.10	-.09	.36*	.37*	.18	.48*	.63*	.31*	.64*	.53*	.22	.19
73 (2)	.50*	.24	.36*	.11	.13	.36*	.38*	.37*	.49*	.63*	.31*	.68*	.59*	.27*	.10
74 (2)	.39*	-.01	.11	-.03	-.05	.25*	.22	.10	.30*	.52*	.22	.52*	.54*	.24	.14
75 (1)	.48*	.31*	.31*	.33*	.17	.50*	.41*	.43*	.53*	.64*	.49*	.57*	.58*	.26*	.19
76 (1)	.51*	.53*	.42*	.40*	.11	.47*	.41*	.38*	.47*	.65*	.53*	.45*	.67*	.10	.41*
78 (3)	.44*	.29*	.27*	.14	.02	.45*	.50*	.29*	.37*	.49*	.28*	.64*	.56*	.22	.22
79 (1)	.58*	.34*	.46*	.21	.19	.40*	.43*	.32*	.48*	.69*	.47*	.60*	.58*	.26*	.35*
80 (1)	.50*	.45*	.44*	.18	.08	.59*	.59*	.37*	.58*	.80*	.57*	.62*	.71*	.27*	.30*

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE K

Intercorrelation Between Principal Performance Description Survey - Teacher Form I (Frequency Ratings) and Factors of the My School Inventory for 36 Elementary Schools

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
2 (2)[1]	.16	-.29*	.04	-.05	.16
3 (2)	-.20	.18	.28*	.30*	.03
4 (3)	-.17	.22	.34*	.09	.16
5 (1)	-.09	-.11	.19	.29*	-.14
6 (2)	-.17	.29*	.38*	.34*	-.15
7 (1)	-.30*	.19	.20	.09	-.18
8 (1)	-.14	.06	.12	.41*	-.12
9 (2)	.38*	.17	.15	.10	.27*
10 (2)	-.24	.05	.08	.08	-.27
11 (2)	-.22	.18	.26	.35*	-.08
12 (1)	-.44*	.22	.41*	.31*	-.22
14 (2)	-.41*	.16	.25	.11	.31*

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE K (cont.)

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
16 (1)[1]	-.06	.07	.22	.06	.07
17 (5)	-.15	.27*	.37*	.16	-.15
18 (1)	-.21	.17	.39*	.33*	-.08
19 (1)	-.21	.07	.19	.32*	-.01
20 (5)	-.06	-.17	.15	.09	-.03
21 (1)	-.10	.04	.22	.16	.06
22 (5)	-.16	.06	.25	.18	-.22
23 (1)	-.05	.08	.13	-.01	-.11
24 (1)	-.21	.11	.15	.24	-.09
25 (10)	-.12	.28*	.19	.33*	-.16
26 (1)	-.15	.05	.03	.18	-.09
28 (1)	-.15	.01	.09	.27	-.12
29 (2)	.03	.19	.36*	.08	-.08

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE K (cont.)

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
30 (8)[1]	-.17	.11	.28*	.19	-.11
31 (3)	-.07	.10	.19	.08	-.06
32 (1)	.25	.02	.02	.06	.12
34 (1)	.50*	-.32*	-.13	-.12	.49*
35 (6)	-.14	.15	.27	.15	-.17
37 (1)	-.12	.36*	.38*	.46*	.01
45 (3)	-.18	.14	.19	.21	-.18
49 (3)	-.06	.27*	.25	.25	-.08
50 (4)	-.00	.33*	.29*	.37*	-.16
54 (6)	-.13	.13	.24	.37*	-.08
59 (1)	-.04	.22	.29*	.26	-.00
61 (5)	.01	.18	.41*	.31*	-.05
65 (2)	.05	.04	.27	.21	-.01

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[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE K (cont.)

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
66 (1)[1]	.04	.10	.24	.19	-.04
70 (1)	.16	.01	-.11	.08	.14
71 (1)	-.16	.04	.24	.12	-.13
72 (2)	-.18	.22	.28*	.22	-.15
73 (2)	-.07	-.07	.23	.06	-.01
74 (2)	-.08	-.16	-.00	.02	.20
75 (1)	-.21	.13	.26	.36*	-.08
76 (1)	-.32*	.26	.30*	.35*	-.24
78 (3)	.11	.00	.22	.01	-.02
79 (1)	-.02	-.05	.25	.14	.07
80 (1)	-.20	.30*	.49*	.16	-.11

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE L

Intercorrelation Between Principal Performance Description Survey - Teacher Form I FACTs (Effectiveness Ratings) and Factors of the My School Inventory for 36 Elementary Schools

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
2 (2)[1]	.08	-.08	.23	.08	.15
3 (2)	-.17	.23	.32*	.32*	-.05
4 (3)	-.21	.31*	.38*	.26	-.10
5 (1)	-.24	.39*	.43*	.42*	-.22
6 (2)	-.24	.42*	.49*	.45*	-.09
7 (1)	-.30*	.29*	.35*	.23	-.18
8 (1)	-.12	.17	.35*	.33*	.03
9 (2)	-.28	.23	.27*	.26	-.15
10 (2)	-.25	.22	.20	.24	-.22
11 (2)	-.23	.28*	.34*	.44*	-.05
12 (1)	-.37*	.33*	.49*	.44*	-.19
14 (2)	-.37*	.30*	.37*	.34*	-.22

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE L (cont.)

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
16 (1)[1]	-.02	.15	.24	.17	.10
17 (5)	-.20	.35*	.46*	.27*	-.13
18 (1)	-.25	.35*	.47*	.42*	-.14
19 (1)	-.15	.17	.28*	.35*	.10
20 (5)	-.05	-.06	.20	.18	.02
21 (1)	-.13	.21	.27	.35*	.03
22 (5)	-.21	.17	.30*	.31*	-.21
23 (1)	-.21	.26	.25	.30*	-.14
24 (1)	-.25	.27*	.26	.31*	-.13
25 (10)	-.16	.33*	.27	.38*	-.12
26 (1)	-.11	.18	.17	.23	.02
28 (1)	-.17	.30*	.30*	.36*	-.15
29 (2)	-.13	.25	.45*	.28*	-.08

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE L (cont.)

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
30 (8)[1]	-.11	.15	.29*	.26	-.03
31 (3)	-.03	.14	.26	.18	.03
32 (1)	.02	.35*	.38*	.33*	.00
34 (1)	.22	-.12	.12	.17	.33*
35 (6)	-.22	.24	.41*	.24	-.16
37 (1)	-.12	.33*	.38*	.49*	.05
45 (3)	-.23	.19	.32*	.35*	-.15
49 (3)	-.20	.36*	.34	.34	-.18
50 (4)	-.06	.33*	.35*	.36*	-.13
54 (6)	-.23	.29*	.38*	.47*	-.10
57 (1)	-.13	.28*	.25	.31*	-.07
59 (1)	-.08	.11	.31*	.27	.14
61 (5)	-.05	.23	.42*	.33*	-.04

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE L (cont.)

PPDS - Teacher Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness
65 (2)	.01	.14	.40*	.28*	.02
66 (1)	-.04	.15	.29*	.25	-.01
70 (1)	.11	.09	.04	.21	.16
71 (1)	-.31	.26	.41*	.33*	-.18
72 (2)	-.35*	.40*	.45*	.34*	-.31*
73 (2)	-.03	.02	.31*	.26	.05
74 (2)	-.18	.00	.14	.20	-.18
75 (1)	-.19	.15	.29*	.36*	.02
76 (1)	-.30*	.36*	.44*	.39*	-.27
78 (3)	-.19	.30*	.39*	.36*	-.17
79 (1)	-.05	.00	.15	.20	.05
80 (1)	-.19	.39*	.48*	.40*	-.04

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

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TABLE M

Intercorrelation Between Principal Performance Description Survey - External Observer Form I (Product Ratings) and Dimensions of the School Survey (n=36 elementary schools)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN
1 (2)[1]	.33*	.25	.11	.05	.41*	.44*	.46*	.05	.18	.28*	.06	.40*	.38*	.21
2 (1)	.16	.07	.01	.15	.02	-.06	-.04	-.20	.08	.11	-.13	.05	.23	.06
3 (5)	.06	-.06	.35*	-.07	.30*	.19	.09	.04	.00	.03	.18	.16	.08	.20
4 (3)	-.10	.08	.15	.18	-.04	-.03	-.05	-.08	-.11	-.02	-.11	-.03	.09	-.33*
6 (2)	.17	.08	-.13	.12	.21	.10	.02	.11	.09	.21	.06	.37*	.27*	-.01
7 (2)	.00	-.20	-.12	-.01	.06	.06	-.06	-.03	-.00	.02	-.02	.12	.05	.06
8 (3)	.34*	.14	.04	.12	.14	.33*	.40*	.40*	.31*	.27	.35*	.52*	.36*	.28*
9 (1)	---[2]	---	---	---	---	---	---	---	---	---	---	---	---	---
11 (2)	-.06	-.16	-.19	-.14	.31*	.01	-.02	-.22	-.16	-.02	-.22	-.19	.09	.14
12 (3)	.29*	.05	-.09	.06	.28*	.15	.32*	.14	.15	.06	.24	.37*	.23	.29*
14 (1)	.23	.05	.12	.08	.23	-.12	.08	.15	-.01	.11	.09	.15	.02	.15

[1]Number of principal performance indicators comprising each FACT

[2]Correlation could not be computed due to insufficient variability for the External Observer FACT score across schools

*Correlation significantly different from zero ($p<.05$)

TABLE M (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN
16 (4)[1]	.02	-.18	.23	-.21	-.06	.01	.01	.17	-.04	.12	.04	.19	.17	.11
17 (2)	.07	.17	-.08	.03	.36*	.30*	.19	-.01	.08	.06	.20	.13	-.10	.03
18 (1)	-.30	-.31	-.53*	-.26	-.28	-.03	-.00	-.38*	.31*	-.18	-.09	-.09	-.24	-.17
19 (1)	---[2]	---	---	---	---	---	---	---	---	---	---	---	---	---
20 (2)	-.01	-.10	-.18	-.27	-.04	-.07	.06	-.29	-.12	-.14	.00	-.06	.04	.16
22 (2)	.12	-.14	-.05	.14	.16	.00	.14	.30*	.07	.11	.05	.17	.18	.08
28 (2)	.36*	.10	.05	.26	.33*	.23	.31*	.15	.29*	.36*	.25	.25	.26	.22
29 (2)	.10	-.17	-.09	-.25	-.14	.17	.04	.07	.15	.14	.04	.19	.11	.11
30 (1)	.09	-.11	-.11	-.21	-.13	-.14	-.12	-.23	-.03	-.20	-.17	-.26	-.16	.05
31 (1)	.22	-.15	-.19	.06	.16	.08	.11	-.06	.20	.02	-.04	.25	.28	.36*
33 (3)	.13	-.12	.06	-.02	.13	-.11	-.02	.06	.11	-.15	-.07	.14	.04	.25
34 (1)	.12	-.02	-.16	.21	.06	.04	.21	.00	.01	-.22	.18	.28	.12	.14
36 (2)	.10	.17	.04	-.04	.18	.16	-.01	-.18	.18	.04	.15	-.06	-.02	.25

[1]Number of principal performance indicators comprising each FACT

[2]Correlation could not be computed due to insufficient variability for the External Observer FACT score across schools

*Correlation significantly different from zero ($p<.05$)

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TABLE M (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN
37 (1)[1]	.42*	.40*	.15	.24	.41*	.43*	.38*	.25	.39*	.19	.40*	.26	.27	.36*
39 (2)	.26	.09	.13	.28	.40*	.20	.28	.19	.20	.26	.06	.28	.20	.23
42 (2)	-.10	.20	.00	.12	.27	.08	.08	.05	-.15	.24	.11	-.11	.13	-.14
43 (1)	-.01	-.18	-.21	.04	-.09	-.13	-.17	-.24	.08	-.01	-.31*	-.02	-.10	-.03
45 (1)	-.03	-.25	-.42*	-.12	-.03	.09	.11	.07	-.10	.01	.06	.17	-.03	.04
46 (4)	-.07	.13	.08	.01	.10	.03	.12	.14	-.30*	.01	.03	.03	.00	.10
49 (5)	.44*	.05	-.02	.13	.18	.36*	.33*	.36*	.27	.25	.42*	.52*	.39*	.41*
50 (5)	.26	.32*	.31*	.20	.23	.25	.20	.16	.15	.24	.12	.28*	.46*	-.02
51 (1)	.30*	.02	-.11	.07	.22	.16	.24	.20	.16	.20	.24	.32*	.23	.33*
54 (5)	.43*	.27*	-.03	.33*	.45*	.53*	.50*	.38*	.26	.27*	.34*	.51*	.37*	.15
56 (3)	.15	-.00	.39*	.14	.14	.29*	.24	.18	.15	.08	.20	.14	.10	.12
57 (3)	.05	.07	-.08	.06	.18	.19	.17	-.02	.02	.19	.16	.13	.13	.07

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE M (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN
58 (5)[1]	.06	-.10	-.28*	-.27*	-.07	.02	.17	.03	.13	-.11	.11	.10	.05	.30*
59 (6)	-.01	-.02	-.31*	.01	.32*	.27	.24	.04	.08	.09	.18	.04	.00	.15
60 (2)	.22	.12	.02	.27	.26	.17	.20	.36*	.06	.27	.23	.12	.10	-.01
61 (8)	.17	.02	-.17	.01	.26	.23	.25	.25	.12	.10	.28*	.35*	.18	.27*
62 (3)	.19	.09	.11	.07	.23	.08	.11	.13	.11	.24	.08	.20	.21	.10
63 (2)	.22	-.29	-.37	-.03	-.18	-.09	-.09	.15	.10	.01	-.00	.36	.33	.15
64 (4)	-.02	-.25	-.36*	-.25	.15	.03	.11	.08	-.11	-.01	.04	.17	.01	.22
65 (5)	-.05	-.11	-.28*	.06	.27	-.04	-.05	-.01	-.09	-.04	-.09	.05	-.08	-.06
66 (5)	.25	-.22	.42*	-.04	.10	.04	.22	.12	.17	-.06	.17	.17	.20	-.48*
67 (3)	.05	-.17	-.38*	-.29*	.03	.10	.06	-.17	.08	-.04	-.02	.16	.01	.20
68 (1)	-.14	-.18	-.04	-.30	.02	-.29	-.31	-.36	-.07	.04	-.14	-.23	-.02	.28
70 (6)	.18	.09	-.20	.01	-.08	-.34*	.24	.06	.24	.30*	.23	.19	.30*	.12

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE M (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN
71 (2)[1]	.19	-.10	-.18	-.23	-.24	.03	.02	-.16	.15	.15	-.05	.12	.30*	.21
72 (2)	.60*	.22	-.10	.28	.18	.56*	.42*	.28	.53*	.13	.25	.48*	.35*	.42*
73 (3)	-.12	-.30*	-.29*	-.22	.01	-.13	.27	-.23	-.09	.04	-.15	-.04	.02	.04
74 (2)	.22	.43*	.18	.21	.19	.28*	.34*	.25	.21	.21	.29*	.23	.31*	.06
75 (2)	.29	-.13	-.11	-.14	.28	.18	.20	.12	.01	.16	.10	.18	.03	.29
76 (2)	-.03	-.08	-.03	.03	.09	.08	-.00	-.10	.09	.04	.07	.05	.04	.01
77 (4)	.43*	.27*	.06	.17	.36*	.31*	.46*	.13	.34*	.21	.24	.35*	.39*	.31*
78 (3)	.09	-.31*	.36*	.11	.05	-.12	-.07	.02	-.01	-.08	-.04	.07	.07	.31*
79 (1)	.43*	.28	-.04	.21	.46*	.33*	.36*	.30*	.39*	.20	.37*	.31*	.31*	.37*
80 (2)	.01	-.08	-.19	-.23	-.07	.23	.16	.00	-.01	.22	.03	.12	.08	.16

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE N

Intercorrelation Between Principal Performance Description Survey - External Observer Form I FACT Scores (Product Ratings) and Dimensions of the School Survey and School Average Daily Attendance (n=35 elementary and 10 secondary schools)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
1 (2)[1]	.36*	.26*	.17	.07	.41*	.37*	.40*	.08	.19	.24*	.13	.36*	.34*	.21	.20
2 (1)	.24	.18	.18	.17	.09	.01	.06	-.07	.15	.15	.05	.08	.29*	.08	.31*
3 (5)	.04	-.06	-.25*	-.08	.22	.08	.00	-.01	-.03	.01	.14	.14	.01	.12	.08
4 (3)	-.00	.18	.24	.24	.01	.02	.05	.05	-.05	.07	-.07	.04	.21	-.27*	.05
6 (2)	.20	.19	.10	.32*	.31	.25	.21	.32	.12	.14	.21	.17	.40*	.10	.29
7 (2)	-.04	-.23	-.16	-.02	.08	.11	-.07	-.03	.01	-.09	.01	-.04	.02	.09	.16
8 (3)	.30*	.18	.10	.26*	.20	.33*	.41*	.47*	.22	.19	.30*	.36*	.32*	.30*	.12
9 (1)	---[2]	---	---	---	---	---	---	---	---	---	---	---	---	---	---
11 (2)	-.06	.14	-.15	-.21	.18	-.00	-.05	-.25*	-.12	.04	-.19	-.10	-.10	.09	.03
12 (3)	.26*	.06	-.01	.14	.33*	.14	.27*	.19	.11	-.01	.27*	.22	.19	.28*	.19
14 (1)	.26	.11	.18	.18	.30	-.07	.12	.23	.01	.09	.18	.09	.11	.17	.26

[1]Number of principal performance indicators comprising each FACT

[2]Correlation could not be computed due to insufficient variability for the External Observer FACT score across schools

*Correlation significantly different from zero ($p<.05$)

TABLE N (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
16 (4)[1]	.01	-.11	-.13	-.10	-.04	.03	.02	.18	-.04	.11	-.01	.13	.15	.10	.10
17 (2)	.20	.30*	.18	.09	.34*	.33	.28	.10	.17	.19	.30*	.23	.14	.05	.27*
18 (1)	-.19	-.11	-.18	-.22	-.31	.05	.14	-.27	-.23	.05	.04	.06	-.08	-.19	.30
19 (1)	---[2]	---	---	---	---	---	---	---	---	---	---	---	---	---	---
20 (2)	.01	-.07	-.11	-.22	.01	-.12	-.05	-.25	-.10	-.14	.00	-.08	-.08	.10	.07
22 (2)	.21	.01	.14	.22	.24*	.03	.21	.36*	.12	.14	.15	.18	.28*	.10	.09
28 (2)	.35*	.20	.18	.40*	.37*	.23*	.34*	.30*	.20	.30*	.25*	.19	.30*	.22	.16
29 (2)	.13	-.08	.03	-.12	-.06	.16	.08	.15	.14	.13	.08	.16	.14	.11	.09
30 (1)	-.12	-.16	-.16	-.24	-.16	-.11	-.14	-.26*	-.03	-.19	-.11	-.25*	-.19	.03	.06
31 (1)	.21	-.07	-.06	.15	.17	.19	.21	.07	.20	.04	.07	.18	.36*	.37*	.17
33 (3)	.18	-.05	.14	-.01	.16	-.02	.06	.09	.16	-.09	.10	.13	.14	.27*	.13
34 (1)	.05	-.03	-.15	.24	.05	.09	.22	.07	-.03	-.22	.12	.16	.10	.16	.15
36 (2)	.12	.17	.05	.08	.25	.09	-.02	-.05	.12	.00	.09	-.04	.02	.23	-.06

276

[1]Number of principal performance indicators comprising each FACT

277

[2]Correlation could not be computed due to insufficient variability for the External Observer FACT score across schools

*Correlation significantly different from zero ($p<.05$)

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TABLE N (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
37 (1)[1]	.38*	.40*	.25	.37*	.41*	.46*	.43*	.37*	.33*	.15	.44*	.13	.34*	.36*	.38*
39 (2)	.28*	.11	.16	.30*	.43*	.21	.28*	.24	.18	.18	.13	.18	.22	.26	.18
42 (2)	-.12	.15	-.04	.07	.19	.05	.05	.01	-.16	.22	.05	-.07	.07	-.15	-.10
43 (1)	.01	-.13	-.11	.07	-.03	-.10	-.12	-.16	.09	-.01	-.22	-.03	-.04	-.01	-.04
45 (1)	.05	-.10	-.14	-.06	-.01	.11	.14	.11	-.04	.11	.09	.22	.08	-.06	.13
46 (4)	-.09	.09	.05	.04	.09	.14	.18	.15	-.22	-.02	.12	-.05	.08	-.02	.28*
49 (5)	.33*	.04	-.02	.16	.12	.39*	.37*	.35*	.20	.20	.33*	.37*	.33*	.42*	.19
50 (1)	.24	.30*	.31*	.20	.23	.26*	.18	.18	.16	.18	.23	.13	.28*	.02	.29*
51 (5)	.33*	.11	.04	.15	.25	.12	.22	.24	.14	.21	.22	.32*	.25	.28	-.01
54 (5)	.38*	.26*	.04	.41*	.48*	.47*	.44*	.43*	.19	.15	.29*	.31*	.34*	.20	.20
56 (3)	.23	.16	-.03	.14	.09	.22	.26*	.20	.19	.24	.21	.29*	.21	.05	.14
57 (3)	.10	.11	.01	.13	.25*	.17	.16	.06	.01	.14	.20	.10	.14	.09	.15

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE N (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
58 (5)[1]	-.03	-.13	-.28*	-.15	-.04	-.02	.07	.03	.03	-.18	-.03	-.02	-.05	.24	-.15
59 (6)	.12	.15	.03	.22	.41*	.21	.29*	.23	.09	.09	.26*	.06	.18	.16	.27*
60 (2)	.25	.18	.13	.22	.21	.17	.19	.32*	.11	.30*	.24	.16	.15	-.05	.13
61 (8)	.21	.10	.00	.12	.33*	.22	.22	.30*	.13	.08	.30*	.25*	.21	.25*	.17
62 (3)	.17	.07	.09	.06	.21	.09	.10	.11	.12	.18	.12	.15	.19	.10	.12
63 (2)	.10	-.27	-.29	.06	-.11	.02	.13	.18	.06	-.11	-.05	.09	.21	.21	-.10
64 (4)	.01	-.18	-.23	-.09	.19	.04	.09	.13	-.12	-.06	.06	.07	.04	.22	-.03
65 (5)	-.02	-.08	-.19	.12	.32*	-.08	-.10	.04	-.12	-.11	-.09	-.02	-.09	-.05	-.19
66 (3)	.14	-.25*	-.41	-.05	.05	.06	.13	.06	.09	-.12	.08	.05	.07	.43*	-.00
67 (3)	.10	-.01	-.10	-.08	.10	.11	.10	-.00	.09	.02	.05	.13	.11	.15	.20
68 (1)	-.11	-.14	-.04	-.08	.17	-.21	-.23	-.14	-.10	-.06	-.07	-.28	.04	.33*	-.19

[1] Number of principal performance indicators comprising each FACT

* Correlation significantly different from zero ($p<.05$)

TABLE N (cont.)

PPDS - EO Form FACT Number	ADP	PWL	NPW	MAE	BAF	EDF	EOS	SPS	SCR	SVR	COR	VEP	PAD	FIN	ADA
70 (6)[1]	.21	.18	-.00	.15	.03	.34*	.30*	.19	.23	.26*	.25*	.14	.34*	.15	.15
71 (2)	.15	-.11	-.16	-.11	-.11	.03	.01	-.08	.11	.03	-.02	-.01	.22	.23	.10
72 (2)	.57*	.24	.01	.34*	.25	.55*	.41*	.33*	.50*	.10	.27*	.38*	.35*	.44*	.26
73 (3)	-.18	-.35*	-.34*	-.23	-.02	-.14	-.30*	-.26*	-.11	-.06	-.15	-.11	-.08	.03	-.07
74 (2)	.20	.37*	.18	.27*	.23	.20	.31*	.29*	.17	.13	.26*	.16	.28*	.97	.20
75 (2)	.22	-.08	-.03	-.20	.17	.14	.12	.02	.05	.18	.10	.20	.00	.20	.17
76 (2)	-.00	.02	.07	.17	.13	.15	.11	.08	.05	.03	.06	-.03	.11	.07	.07
77 (4)	.36*	.35*	.32*	.46*	.47*	.20	.37*	.40*	.19	.07	.28*	.10	.42*	.23	.27*
78 (3)	.13	-.19	-.15	-.02	.13	-.10	-.05	.07	-.00	-.07	.06	.06	.10	.27*	.05
79 (1)	.38*	.31*	.06	.26	.37*	.32*	.36*	.32*	.33*	.23	.28*	.28*	.31*	.32*	.07
80 (2)	.03	-.05	-.10	-.18	-.03	.11	.09	-.01	-.03	.20	.05	.17	.04	.11	.04

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE O

Intercorrelation Between Principal Performance Description Survey - External Observer Form I (Product Ratings) and Factors of the My School Inventory, Iowa Tests of Basic Skills (ITBS) Battery Total and ADA for 36 Elementary Schools

PPDS - EO Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness	ITBS	ADA
1 (2)[1]	-.01	.15	.29*	.28*	.08	.41*	.22
2 (1)	-.25	-.01	-.16	.09	-.25	-.11	.26
3 (5)	.23	-.14	.01	.08	.17	.09	.20
4 (3)	-.53*	.11	.18	.30*	-.15	-.00	.07
6 (2)	-.09	-.23	-.08	.13	.05	-.01	.03
7 (2)	-.05	-.09	-.00	.23	.02	.14	.15
8 (3)	.06	-.00	.08	.46*	.19	.46*	.16
9 (1)	----[2]	----	----	----	----	-----	-----
11 (2)	.27	-.23	-.09	-.08	.16	-.03	.09
12 (3)	.14	-.17	-.10	.12	.24	.24	.18
14 (1)	.37*	-.36*	-.23	-.21	.05	-.20	.17

[1]Number of principal performance indicators comprising each FACT

[2]Correlation could not be computed due to insufficient variability for the External Observer FACT score across schools

*Correlation significantly different from zero ($p<.05$)

TABLE O (cont.)

PPDS - EO Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness	ITBS	ADA
16 (4)[1]	-.03	-.11	.07	.09	-.02	-.09	-.12
17 (2)	-.01	.05	.13	.14	.12	.26*	.23
18 (1)	-.03	.37	.31	-.11	-.34	-.17	.25
19 (1)	----[2]	----	-----	-----	-----	-----	-----
20 (2)	.10	.03	-.25	.08	-.05	-.07	.12
22 (2)	.19	-.24	-.09	.04	.14	.03	-.05
28 (2)	-.01	-.10	-.06	.06	-.10	.08	.23
29 (2)	.00	-.02	-.06	.35*	.11	.21	.04
30 (1)	.23	-.07	-.10	-.26	.11	.14	-.05
31 (1)	.12	-.02	.11	-.08	.12	.13	-.01
33 (3)	.29*	-.33*	-.34*	-.04	.18	-.08	-.08
34 (1)	-.02	-.07	.12	.02	.02	.07	.21
36 (2)	-.04	.09	.14	.12	.11	.24	.09

[1]Number of principal performance indicators comprising each FACT

[2]Correlation could not be computed due to insufficient variability for the External Observer FACT scores across schools

*Correlation significantly different from zero ($p<.05$)

TABLE O (cont.)

PPDS - EO Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness	ITBS	ADA
37 (1)[1]	.00	.06	.13	.09	.22	.39*	.21
39 (2)	.17	-.11	.08	.02	-.05	.11	.17
42 (2)	-.16	.12	.27	-.03	-.04	.06	-.04
43 (1)	-.10	.11	.10	-.12	-.19	-.28	-.16
45 (1)	-.01	.11	.20	.18	-.13	.01	.11
46 (4)	.27	-.26	-.06	.02	.32*	.08	.14
49 (5)	.19	-.12	.08	.36*	.25	.49*	.26
50 (5)	-.14	-.05	.07	.20	.17	.18	.10
51 (1)	.14	-.03	.02	.01	-.07	.11	.05
54 (5)	.14	-.10	-.01	.43*	.13	.50*	.38*
56 (3)	.15	-.08	-.19	.27*	.21	.35*	.18
57 (3)	-.11	.10	.08	.27*	-.15	.18	.19
58 (5)	.30*	.01	.12	.10	.30*	.16	-.03

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE O (cont.)

FPDS - EO Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness	ITBS	ADA
59 (6)[1]	.20	.08	.10	.19	.10	.33*	.30*
60 (2)	-.09	-.10	-.04	.18	-.03	.18	.07
61 (8)	.12	-.12	.15	.19	.17	.26	.10
62 (3)	.26	-.25	-.11	.03	.24	.03	.10
63 (2)	.25	-.33	-.38	-.14	.11	-.07	-.24
64 (4)	.46*	-.37*	-.35*	-.17	.40*	.05	-.08
65 (5)	.21	-.39*	-.08	-.14	.25	-.13	-.18
66 (5)	.46*	-.25	-.21	-.09	.24	.17	.09
67 (3)	-.09	.07	.04	.21	.03	.11	.12
68 (1)	.15	-.09	.09	-.38*	-.03	-.26	-.38*
70 (6)	-.19	.35*	.16	.52*	.04	.49*	.13

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

TABLE O (cont.)

PPDS - EO Form FACT Number	Satisfaction	Friction	Competitiveness	Difficulty	Cohesiveness	ITBS	ADA
72 (2)[1]	.07	.06	.01	.51*	.23	.47*	.24
73 (3)	-.16	-.11	-.03	-.06	-.13	-.16	-.09
74 (2)	-.11	.28*	.24	.14	.04	.31*	.20
75 (2)	.26	.09	.03	.13	.13	.37*	.24
76 (2)	-.18	.08	.09	.15	-.04	.16	.10
77 (4)	.20	-.05	-.09	.21	.16	.23	.19
78 (3)	.32*	.34*	-,19	-.07	.17	-.07	-.00
79 (1)	.09	-.10	-.04	-.14	-.07	.20	.03
80 (2)	-.15	.11	.10	.19	-.03	.22	.15

[1]Number of principal performance indicators comprising each FACT

*Correlation significantly different from zero ($p<.05$)

APPENDIX K

SUMMARIES OF RESULTS OF PRINCIPAL COMPONENTS FACTOR ANALYSES OF THE LEARNING ENVIRONMENT INVENTORY (TABLES A & B) AND THE SCHOOL SURVEY (TABLE C)

TABLE A

Summary of the Number of Significantly Loaded Items
From the Original LEI Scales and their Respective Factor Placements

		FACTORS						
	LEI SCALES	1*	2	3*	4	5*	6	Row Totals
1.	Cohesiveness		2	2		2		6
2.	Diversity		2		1	4		7
3.	Formality		2				1	3
4.	Speed				2		1	3
5.	Environment		5					5
6.	Friction	2			4	1		7
7.	Goal Direction		5	2				7
8.	Favoritism	3			2			4
9.	Cliqueness	1			3	2		6
10.	Satisfaction		4	1				5
11.	Disorganization	4			2			6
12.	Difficulty			1	2		2	5
13.	Apathy	3			4			7
14.	Democratic		4	3				7
15.	Competitiveness		2			1		3
	Column Totals	13	26	9	19	10	4	81

* All items for factor negatively loaded.

TABLE B

. . FACTOR 1
(Eigen Value=10.25)

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
1.	There is constant bickering among class members.	Friction	-.38	
2.	There are tensions among certain groups of students that tend to interfere with class activities.	Friction	-.31	
3.	The better students are granted special privileges.	Favoritism	-.34	
4.	Only the good students are given special projects.	Favoritism	-.35	
5.	My classes are controlled by actions of a few members who are favored.	Favoritism	-.35	
6.	The work of my classes is frequently interrupted when some students have nothing to do.	Disorganization	-.31	
7.	Students cooperate equally with all class members.	Cliqueness	-.33	
8.	My classes are well organized.	Disorganization	-.49	-.32 (2)
9.	My classes are well-organized and efficient.	Disorganization	-.48	
10.	Failure of my classes would mean little to individual members.	Apathy	-.35	
11.	The classes are disorganized.	Disorganization	-.53	
12.	Students don't care about the future of the class as a group.	Apathy	-.41	
13.	Members of my classes don't care what the class does.	Apathy	-.38	

TABLE B (cont.).

FACTOR 2
(Eigen Value=7.23)

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
1.	A student has the chance to get to know all other students in my classes.	Cohesiveness	.41	
2.	All students know each other very well.	Cohesiveness	.47	
3.	My classes divide their efforts among several purposes.	Diversity	.31	
4.	My classes are working toward many different goals.	Diversity	.38	
5.	There is a recognized right and wrong way of going about class activities.	Formality	.38	
6.	All class procedures are well established.	Formality	.53	
7.	A good collection of books and magazines is available in my classrooms for students to use.	Environment	.37	
8.	The students would be proud to show their classrooms to a visitor.	Environment	.49	
9.	My classrooms are bright and comfortable.	Environment	.47	
10.	There is enough room for both individual and group work.	Environment	.41	
11.	There are displays around my classrooms.	Environment	.37	
12.	My classes know exactly what they have to get done.	Goal Direction	.43	

TABLE B (cont.)

FACTOR 2
(continued)

Item	Scale Name	Loading	Additional Loading and (Factor Number)
13. The objectives of my classes are specific.	Goal Direction	.48	
14. Each student knows the goals of the courses.	Goal Direction	.54	
15. My classes realize exactly how much work they have to do.	Goal Direction	.48	
16. Each student in my classes has a clear idea of the class goals.	Goal Direction	.53	
17. The students enjoy their class work.	Satisfaction	.41	
18. After my classes, the students have a sense of satisfaction.	Satisfaction	.54	
19. The members look forward to coming to class meetings.	Satisfaction	.46	
20. Students are well-satisfied with the work of my classes.	Satisfaction	.51	
21. Class decisions tend to be made by all the students.	Democratic	.44	
22. Decisions affecting my classes tend to be made democratically.	Democratic	.30	
23. Each member of my classes has as much influency as any other member.	Democratic	.47	
24. What my classes do is determined by all the students.	Democratic	.47	
25. Students feel left out unless they compete with their classmates.	Competitiveness	.31	
26. There is much competition in my classes.	Competitiveness	.30	

TABLE B (cont.)

FACTOR 3
(Eigen Value=2.38)

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
1.	Students are not in close enough contact to develop likes or dislikes for one another.	Cohesiveness	-.33	
2.	My classes are made up of individuals who do not know each other well.	Cohesiveness	-.34	
3.	The objectives of my classes are not clearly recognized.	Goal Direction	-.31	
4.	Students have little idea of what my classes are attempting to accomplish.	Goal Direction	-.39	
5.	There is considerable dissatisfaction with the work of my classes.	Satisfaction	-.31	
6.	The subject presentations in my classes are elementary for many students.	Difficulty	-.36	
7.	Certain students have more influence on my classes than others.	Democratic	-.32	
8.	Certain students impose their wishes on the whole class.	Democratic	-.34	
9.	A few members of my classes have much greater influence than the other members.	Democratic	-.43	

TABLE B (cont.)

FACTOR 4
(Eigen Value=1.93)

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
1.	My classes have difficulty keeping up with their assigned work.	Speed	.46	
2.	Different students vary a great deal regarding which aspects of my classes they are interested in.	Diversity	.46	
3.	The course materials are covered quickly.	Speed	.38	
4.	Certain students in my classes are responsible for petty quarrels.	Friction	.31	
5.	There is an undercurrent of feeling among students that tends to pull my classes apart.	Friction	.47	
6.	Certain students don't like other students.	Friction	.47	-.33 (5)
7.	Certain students are considered uncooperative.	Friction	.49	
8.	Certain students are favored more than the rest.	Favoritism	.53	
9.	Certain groups of friends tend to sit together.	Cliqueness	.46	-.40 (5)
10.	Most students cooperate equally with other class members.	Cliqueness	.44	
11.	Certain students stick together in small groups.	Cliqueness	.60	-.30 (5)
12.	Many class members are confused by what goes on in my classes.	Disorganization	.30	
13.	There is a great deal of confusion during class meetings.	Disorganization	.44	
14.	Most students consider the submatter easy.	Difficulty	.37	-.32 (3)

TABLE B (cont.)

FACTOR 4
(continued)

Item	Scale Name	Loading	Additional Loading and (Factor Number)
15. Many students in the school would have difficulty doing the advanced work of my classes.	Difficulty	.47	
16. Students share a common concern for the success of my classes.	Apathy	.42	
17. Most students sincerely want my classes to be a success.	Apathy	.35	
18. Failure of my classes would mean nothing to most members.	Apathy	.44	-.32 (1)
19. Students have a great concern for the progress of my classes.	Apathy	.51	

TABLE B (cont.)

FACTOR 5
(Eigen Value=1.65)

Item	Scale Name	Loading	Additional Loading and (Factor Number)
1. Members of the classes do favors for one another.	Cohesiveness	-.33	
2. Members of my classes are personal friends.	Cohesiveness	-.40	
3. My classes have students with many different interests.	Diversity	-.40	
4. Interests vary greatly within my classes.	Diversity	-.45	
5. Some students are interested in completely different things than other students.	Diversity	-.47	
6. Class members tend to pursue different kinds of problems.	Diversity	-.37	
7. Certain students have no respect for other students.	Friction	-.39	
8. Certain students work only with their close friends.	Cliqueness	-.33	
9. Some groups of students work together regardless of what the others in the classes are doing.	Cliqueness	-.45	
10. A few of the class members always try to do better than the others.	Competitiveness	-.46	

TABLE B (cont.)

FACTOR 6
(Eigen Value=1.05)

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
1.	Students are asked to follow strict rules.	Formality	.35	
2.	Students do not have to hurry to finish their work.	Speed	.39	
3.	Students are constantly challenged.	Difficulty	.30	
4.	Students in my classes tend to find the work hard to do.	Difficulty	.37	

TABLE C

FACTOR 1 (Eigen value = 16.63)

Item	Scale Name	Loading	Additional Loading
13. My principal backs me up in my dealings with parents.	Supervisory Relations	.62	
21. I think my performance is evaluated fairly by those who are assigned to appraise my work.	Perf. and Dev.	.57	
28. My principal seldom tries to get my ideas about things.	Supv. Relations	.74	
41. I'm rarely told whether or not I'm doing good work.	Perf. & Dev.	.54	
44. I fail to understand how my work performance is appraised and evaluated in this school.	Perf. & Dev.	.51	
46. I have adequate opportunity to express my viewpoints about the philosophy and goals of this school.	Voice in Ed. Prog.	.57	.35 (2)
51. My principal keeps me well informed about matters affecting my work.	Supv. Relations	.66	
61. I seldom get the help I need in handling difficult discipline cases.	Supv. Relations	.60	
69. Most of the time it's safe to say what you think around here.	Colleague Relations	.52	.32 (2)
73. Administrative matters seem to get more attention in this school than the educational program.	Admin. Practices	.44	.31 (2)
78. My principal fails to "go to bat" for us with his superiors.	Supv. Relations	.66	
83. My principal seldom shows initiative in seeking ways to help us in our work.	Supv. Relations	.67	
89. My principal is fair in his dealings with me.	Supv. Relations	.69	
106. My principal seems to take suggestions for improvement as a personal criticism.	Supv. Relations	.65	
113. My principal has an unrealistic view of what goes on in my work situation.	Supv. Relations	.64	

TABLE C (cont.)

FACTOR 1

Item	Scale Name	Loading	Additional Loading and (Factor Number)
118. I would definitely recommend this school to prospective teachers as a good place to work.	Perf. & Dev.	.52	.47 (6)

TABLE C (cont.)

FACTOR 2 (Eigen value = 3.85)

Item	Scale Name	Loading	Additional Loading and (Factor Number)
4. I have plenty of opportunity to express my ideas about salary matters in this district.	Financial Inc.	.45	
6. It seems to me that the school board should reconsider the amount of authority it has delegated to the superintendent.	School/Community	.62	
7. Insofar as they affect me, decisions made by the superintendent are fair and equitable.	Admin. Practices	.63	
16. From all I can gather, people who get promotions in this school district deserve them.	Perf. & Dev.	.42	
19. The school board seems more concerned about keeping costs down than about building an effective school program.	Admin. Practices	.41	.40 (3)
27. I think the school board does all it can to help build an effective educational program.	Admin. Practices	.58	.31 (3)
34. In general, I approve of the educational policies of the school board.	School/Community	.55	
36. It seems to me that the school board fails to concern itself with some really important educational matters.	Admin. Practices	.59	.30 (3)
50. The superintendent seems to be willing to give careful consideration to the ideas and suggestions of teachers in this school.	Admin. Practices	.70	
57. The superintendent seems to have an effective working relationship with the school board.	School/Community	.50	
62. The school board seems to recognize the professional character of our work in the schools.	Admin. Practices	.57	

FACTOR 2

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
68.	The superintendent seems to lack interest in the personal welfare of the staff of this school.	Admin. Practices	.64	
70.	In my opion, the school board seems to be divided on too many issues.	School/Community	.48	
87.	The superintendent usually tries to take action on the compaints of staff members in this school.	Voice in Ed. Prog.	.58	
99.	There seems to be too much friction between administrators in this district.	Admin. Practices	.51	
107.	We are seldom informed about what the top administrators in this district are thinking.	Voice in Ed. Prog.	.47	

TABLE C (cont.)

FACTOR 3 (Eigen value = 3.05)

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
9.	Our library services for students are very satisfactory.	Special Serv.	.56	
18.	The quality of supplementary materials for student use in this school needs to be greatly improved.	Materials & Equip.	.67	
23.	The instructional materials provided for me in my work are very satisfactory.	Materials & Equip.	.68	
24.	A student in this school sometimes has to do without needed supplementary materials.	Materials & Equip.	.63	
26.	The school library and/or reference materials available to students are adequate to meet instructional needs.	Materials & Equip.	.67	
35.	It is easy and convenient in this school to get teaching aids and equipment to use in the classroom.	Materials & Equip.	.66	
45.	I have sufficient supplies for my work.	Materials & Equip.	.64	
101.	This school district lags behind other districts of comparable size and financial resources in introducing up-to-date materials and equipment.	Materials & Equip.	.42	

TABLE C (cont.)

FACTOR 4 (Eigen value = 2.23)

	Item	Scale Name	Loading	Additional Loading and (Factor Number)
2.	Too many teachers in this school seem to be more concerned with their own personal interests rather than with the overall welfare of the school.	Colleague Rel.	.68	
76.	People in this school cooperate well.	Colleague Rel.	.70	
84.	There are many cliques or groups in this school that create an unfriendly atmosphere.	Colleague Rel.	.63	
88.	The poor work performance of some people on this school staff makes it difficult for us to achieve adequate instructional goals.	Colleague Rel.	.58	
91.	A few of the people in this school think they run the place.	Colleague Rel.	.44	.31 (1)
114.	Teachers and other professional personnel in this school freely share ideas and materials.	Colleague Rel.	.49	

TABLE C (cont.)

FACTOR 5 (Eigen value = 2.01)

	Item	Scale Name	Loading	Additional Loading and (Factor Number
33.	I would prefer a different work assignment (grade level or subject matter) from the one I have now.	Prof. Work Load	.49	
64.	The number of students I have to work with makes it difficult for me to do a good job.	Prof. Work Load	.52	
71.	In working with my students, I have adequate opportunity to allow for their individual differences.	Prof. Work Load	.49	
77.	The students I work with seem to need an unusual amount of discipline.	Educ. Effect.	.68	
81.	Generally speaking, I feel I could do far better work with students different from those usually assigned to me.	Prof. Work Load	.52	
95.	My professional work load is fair and reasonable.	Prof. Work Load	.48	
116.	My students show normal consideration, courtesy, and respect.	Eval. of Students	.64	

TABLE C (cont.)

FACTOR 6 (Eigen value = 1.68)

Item	Scale Name	Loading	Additional Loading and (Factor Number)
1. People in the community this school serves are "education oriented".	Educ. Effect.	.64	
39. Almost all students in this school seem well prepared for advancement to the next higher grade level.	Educ. Effect.	.56	
40. In general, the parents of the students in this school are interested in helping us educate their children.	Educ. Effect.	.61	
56. Relations between the parents of students and the staff of this school need to be improved.	Educ. Effect.	.44	
103. Even when you take into account difference in student ability, other schools in this locality seem to be ahead of this one in educational effectiveness.	Educ. Effect.	.42	
105. I feel our school system is one big reason why people choose to live in this community.	School/Community	.65	
108. I would rate this school system as one of the best for those who want to work in education.	Voice in Ed. Prog.	.50	.38 (2)
111. In my opinion, adequate educational standards are being upheld in this school.	Educ. Effect.	.54	

TABLE C (cont.)

FACTOR 7 (Eigen value = 1.64)

Item	Scale Name	Loading	Additional Loading and (Factor Number)
14. Physical facilities for our personal use (lounge, washroom, etc.) need to be greatly improved.	Build. & Fac.	.47	
79. The buildings and grounds where I work are kept as clean and attractive as possible.	Build. & Fac.	.48	
86. Adequate facilities are available for my use during off-periods for grading papers, meeting with students and parents, and the like.	Build. & Fac.	.51	
.90. The general physical condition of my classrooms (lighting, temperature, ventilation, etc.) hampers me in doing a good job.	Build. & Fac.	.50	
97. The classrooms, offices, and other work areas in this school need considerable improvement.	Build. & Fac.	.67	
102. The layout of this school is inconvenient for the staff.	Build. & Fac.	.55	

TABLE C (cont.)

FACTOR 8 (Eigen value = 1.43)

Item	Scale Name	Loading	Additional Loading and (Factor Number)
48. Our system for reporting student progress to parents needs considerable improvement.	Eval. of Students	.81	
54. The specialized programs in this school (music, art, drama, physical education, etc.) need to be greatly improved.	Special Serv.	.40	
72. We lack satisfactory procedures in this school for evaluating student progress.	Eval. of Students	.60	
82. Our practices for marking and reporting student progress are satisfactory.	Eval. of Students	.79	